IMPROVING STUDENTS' READING COMPREHENSION WITH READ IN CHUNK AT ENGLISH DEPARTMENT IN IAIN LANGSA

SKRIPSI

Submitted

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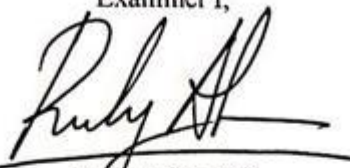5 *Muharram* 1444 H

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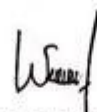
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PERNYATAAN KEASLIAN TULISAN

Saya yang bertandatangan di bawah ini:

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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *"Improving Students' Reading Comprehension with Read in Chunk at English Department in IAIN Langssa"* untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 27 Juli 2022
Yang membuat pernyataan,

<u>**Cut Intan Kausar**</u>
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The Researcher,

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ABSTRACT

Intan Kausar, Cut. 2022, Improving Students' Reading Comprehension with Read in Chunk at English Department in IAIN Langsa.

Supervisor (1). Nina Afrida, **(2).** Fadhillah Wiandari

The purpose of the study was to find out the ability of Chunking strategy in improving students' reading comprehension at Intensive Reading Class in IAIN Langsa. This research used the quasi-experimental design which belonged to quantitative approach. It consisted of two groups, (experimental and control group). Both of groups were given the same pre-test, implementing the treatment for experimental group, and conducting the post-test. Students from Intensive Reading Class in the 2021 academic year were participating in this research, which consisted of 22 students. Based on the result, in experimental group, the mean score of pre-test was 49.09, and the post-test of experimental group was 76.36. In control group, the mean score of pre-test was 49.09 and the post-test was 63.64. The result of mean score in each class, it was obtained the t-observation (to) was 0.000 meanwhile the t-table was 1.796. It meant that t-observation was lower that t-table. So the alternative hypothesis, H_0, was rejected and H_a was accepted. English teachers should implement this method based on the needs and issues of their students to enhance students' reading comprehension.

Keywords: *Reading, Chunking Strategy, Reading Comprehension*

CHAPTER I
INTRODUCTION

A. Background of Study

Reading is an interaction between readers and texts that results in reading fluency. In addition, an individual must be conscious, engaged, and involved during the reading process to absorb the text. It implies that reading comprehension is a process of building meaning from the text. Related to an individual's ability to grasp the words in particular books, reading is a means of acquiring information from texts, which creates knowledge for the reader. It can be said that reading is a fundamental skill for acquiring knowledge.[1]

One of the strategies in teaching reading comprehension is chunking. George Miller asserted that just 5-9 pieces of meaningful information (seven plus or minus two) are stored in short-term memory.[2] The concept of chunking and the limited capacity of short-term memory became important components of all later memory theories. Students are better able to detect keywords and concepts, increase their capacity to paraphrase and organize and synthesize knowledge with the aid of chunking.

Chunking is the process of arranging and grouping bits of information into common units or chunks.[3] The capability to chunk information helps an individual to

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[1] W, Grabe, and Stoller, F. L, *Teaching and researching reading.* (Harlow: Longman, 2002)

[2] G Miller. "Information processing theory.", 1997.

[3] G A Miller, *The magical number seven, plus or minus two: some limits on our capacity for processing information,* (Psychological Review), 1956, 63.

memorize more and gives a means of using the information that is finally held in his

or her memory. Therefore, chunking improves the amount of information we can

process. Thus, the researcher tries to improving students' reading comprehension with chunking strategy.

The term "chunking" refers to the method of dividing information into bite-sized chunks so that the brain can absorb new knowledge more efficiently. Working memory, which is where we manipulate information, can only keep a certain amount of data at a time, therefore the brain needs aid.[4]

The previous studies prove that chunking strategy can improve students' reading comprehension. The result of using chunking is effective to improve students reading comprehension because this strategy can help students in understanding and remembering information easily. This strategy also helps students improve their reading comprehension.

Based on the result of observation, the researcher found that there were some problems in teaching process. They were lack of vocabulary and knowledge in reading and they did not know the function of reading whereas by reading they could get the information and knowledge. The researcher was interested to conduct the research entitled "**Improving Reading Comprehension with Read in Chunk in IAIN Langsa**''

B. Research Question

Based on the problem above, the researcher formulated the question statements as follow "Was chunking strategy able to improve students' reading comprehension at Intensive Reading Class in IAIN Langsa?"

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[4] Rini Anggraini, The Effectiveness of Using Chunking Strategy to Improve Students' Reading Comprehension at the Second Year of SMP Negeri 2 Barombong. ETERNAL-UIN-Alauddin, No.2.2015.ETERNAL-UIN-Alauddin.ac.id (Accessed on January 20th, 2022), 300

C. Objective of Study

The objective of the study was to find out the ability of Chunking strategy in improving students' reading comprehension at Intensive Reading Class in IAIN Langsa.

D. Significances of Study

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

Practically, it is expected that the result of the study will be benefited to:

1. Students: This research helps provide students with sources of information. They benefit from it as a model while learning a language, particularly when beginning to read. They can thus study using a method that is fit for their needs and abilities.

2. English teachers: The goal of this research is to provide knowledge and information on using the chunking strategy to improve students' reading comprehension.

3. Other researchers: This research may be used as a model for future research to improve the teaching of reading via all types of texts by using the same method and the same or a different research design.

E. Terminology

In the light of the perspective of readers are different, the researcher lists the definition of important terms used in this study as an attempt to avoid misinterpreting among readers towards the concept of this study. In this early discussion, the researcher finds out the term that should be recognized first by the readers.

1. **Reading Comprehension**

Reading comprehension is student ability to understand the meaning, find the main idea or purpose and to catch information from the passage. Indeed, based on block's theory, reading comprehension mean in this study is reading skill which has purpose to understand the content of the text and it must be achieved by student as their skill in learning reading as suggested by English teaching syllabus and it includes the object of this study that had been observed by researcher.[5]

2. **Chunking Strategy**

Learning by chunking is the concept that animals and humans analyze information intellectually, as opposed to passively remembering the stimuli's properties.[6] A chunk is a semantically and structurally unique unit that the author constructs. Chunking is the process of combining one chunk with another in a sequential fashion. For instance, paragraphs can be chunked into phrases and sentences, and reading many pages can be broken down into paragraphs or chunks. Sometimes, it is beneficial for students to record information about each "chunk" to locate solutions.

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[5]. K, Cain. "Reading Comprehension: Nature, Assessment and Teaching " (Economic & Social Research Council), 2009, 57

[6] N Cowan, George Miller's magical number of immediate memory in retrospect: Observations on the faltering progression of science, (Psychological review, 2015), 536

CHAPTER II
LITERATURE REVIEW

A. Previous Study

In this part, some researchers have researched reading and Chunking strategy, as Rini Anggraini stated in her research "The Effectiveness of Using Chunking Strategy to Improve Students' Reading Comprehension at The second year of SMP Negeri 2 Barombong". The researcher employed a non-equivalent control group design, which is one type of quasi-experimental design consisting of two groups (the experimental group and the control group), with each group including six meetings. The population was in SMP Negeri 2 Barombong's second year. The instruments utilized were a reading text, an observation sheet, and a survey. In addition, statistical analysis was employed to analyze the data for this study. The outcomes of this study indicated that chunking is a successful strategy for enhancing students' reading comprehension, as evidenced by the experimental group's post-test mean score of 56. It was greater than the control group's score of 23. This research was effective in resolving the problem of text comprehension among students by employing the chunking approach.[7]

Firman on his research aimed at finding out the achievement and interest of "Chunking Strategy in Improving Reading Comprehension at the Ninth Grade of SMP Negeri 36 Makassar". The specific aims of the study were to determine whether or not the Chunking approach may increase students' reading comprehension and to determine whether or not students are interested in learning reading comprehension

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[7] Rini Anggraini, The Effectiveness ... 299

using the Chunking technique. (1) Employing the Chunking approach had a considerable impact on improving the reading comprehension of ninth-grade students at SMP Negeri 36 Makassar. The post-test results of students in the experimental group were superior to those of students in the control group. It was demonstrated by the fact that the mean post-test score of the experimental group was greater than that of the control group (78.04 > 66.54). It indicated that the application of Chunking increased pupils' reading comprehension. This study also revealed that (2) students' interest in the Chunking technique was great. The majority of students were interested in acquiring Chunking-based reading comprehension.[8]

Hardiana stated in her research "Applying Chunking Strategy to Improve Students' Reading Comprehension at the Eighth Grade of SMP Negeri 6 Duampanua Kab. Pinrang". The researcher employed a pre-experimental design with pre- and post-testing. Students completed a pre-test, received treatment, and then completed a post-test. There were 23 students in class VIII-1, which constituted the population. The sample was collected via cluster sampling. There were eight meetings held for the completion of this research. To demonstrate that the use of the Chunking strategy may enhance students' reading comprehension, there will be two testing sessions and six treatment sessions. Based on the results of the pre- and post-tests, the researcher determined that the Chunking strategy enhanced students' reading comprehension.

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[8] Firman, Using Chunking Strategy to Improve Students' Reading Comprehension of SMP Negeri 36 Makassar. FKIP Unismuh Makassar Vol. 3, No. 2, 2016. https://ojs.fkip.unismuh.ac.id (Accessed on January 20th 2022).

The application of the Chunking strategy appears to have a substantial effect on the improvement of students.[9]

According to the research findings, three researchers have conducted chunking strategy research. This research was about improving students' reading comprehension using the chunking strategy. The researcher utilized a chunking strategy in this study. It aimed to identify how chunking might improve students' reading comprehension, particularly in Intensive Reading Class at IAIN Langsa.

B. Theoretical Framework

1. Reading

According to the Oxford Learner's Pocket Dictionary, some definitions of reading include the action of a person who reads, the amount indicated or registered by a measuring instrument, how in which the eyes and mind interpret words, and the entertainment at which is read to an audience, each of the stags, of debate through which a bill must pass to become law.[10]

Reading is the interpretation of a printed or written verbal sign for meaning. Reading (comprehension) is the consequence of the interplay between the perception of a visual sign representing language and the language abilities and world knowledge of the reader.[11]

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[9] Hardiana, Applying Chunking Strategy to Improve Students' Reading Comprehension at the Eighth Grade of SMP Negeri 6 Duampanua Kab. Pinrang. (Repository IAIN PAREPARE, 2019), http://repository.iainpare.ac.id (Accessed on January 20th 2022).

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

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

2. Reading Comprehension

Reading comprehension is constructing meaning and understanding about the information presented in a reading text. As Pardo claimed that comprehension is a process in which readers construct meaning by interacting with the text.[12] According to Anders, reading comprehension is the accomplishment in the service of learning, understanding, remembering, responding, and making inferences.[13] Kennedy defines reading comprehension as a thought process through which readers become aware of an idea, understand it in terms of their experiential background and interpret it in relation to their own needs and purpose.

In EFL classroom, reader must have a strategy to understand the text. Furthermore, educator can instruct the following sequence and give students many opportunities to practice the strategies, such as: set a purpose for reading, preview the covers to read the illustrations, preview the text features (main idea), titles, subtitles, captions, charts, maps, timelines and graphs, as you read slowly when you meet new vocabulary or difficult concepts, use the glossary, stop to talk about your reading, make notes and write about what you are learning, reread or use other fix-up options when the meaning is not clear.[14]

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[12] Laura S Pardo, What Every Teacher Needs to Know About Comprehension (The Reading Teacher, Vol. 58, No. 3, 2004), 272.

[13] P.L. Anders, Comprehensive Reading Instruction Across The Grade Levels, (Washington: AACU Publisher, 2002), 112.

[14] Judi Moreillon, Collaborative Strategies for Teaching Reading Comprehension, (Washington: ANSI, 2007), 99.

According to David, there are four general reading comprehension techniques. First, create a plan; this will help the reader determine the goal of the writing. Identifying fundamental concepts and data is the second step in determining the importance of a thing. Third, make Inferences; this implies that the reader creates a summary or his or her own words for the tough phrases to be comprehended and for the reader to easily determine the context-appropriate substance of the text. Fourth, build connections; this requires the reader to blend the meaning of simple phrases.[15]

In a similar context, Kathy Ganske and Douglas Fisher outline other ways to enhance reading comprehension, including prediction, in which students combine previous information, cover illustration, and text to guess what may occur in a novel. Through monitoring and clarification, students discover they are confused by the material and revisit portions that do not make sense to explain. Students develop spontaneous inquiries about the text's content before, during, and after reading. Students comprehend the most significant information in a passage by summarizing it. Students construct mental representations of the text during and after reading through visualizing.[16]

Reading comprehension is an activity meant to extract certain kinds of information from English test. Reading in foreign language may face some difficulties, such as: difficult word, difficult to get information from the passages

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[15] David W. Moore, Reading Comprehension Strategies (Journal of Education, Vol. 1, No. 2, 2013), 2.

[16] Kathy Gansky and Douglas Fisher, Comprehension Across the Curriculum:Perspectives and Practice, (New York: The Guilford Press, 2010), 84.

and difficult to make a conclusion of the passages. To minimize all those problems, the according to the reader's purposes in reading and type of reading used, the following are commonly referred to;[17]

    a.   Literal comprehension

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

    b.   Inferential comprehension

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

    c.   Critical and evaluate comprehension

In this type of reading, the reading is in order to get information in a passage with the reader's own knowledge in values.

    d.   Appreciative comprehension

In this case, the reading is in order to gain other kind of valued response from a passage.

3. Chunking Strategy

Chunking has been known since the last century that the capacity of immediate memory is limited, but it is only comparatively recently that the significance of that limited capacity has been recognized.[18] In psychology and cognitive science, the term chunk, this refers to a unit, and the related phrase

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[17] Nunan, Language Teaching Methodology, (New York, Cambridge University Press, 2003), 13.

[18] Steven H. Mc Donough, Psychology in Foreign Language Teaching (London: George Allen & Unwind Publisher, 1981), 63.

chunking, which refers to the mechanisms that form this unit, are known concepts. Sometimes, chunking in the literature on perception refers to the implicit and automatic grouping of perceptual information. For instance, the nine-digit binary number 543675819 may be recoded as the three-digit decimal number 327, making it easier for humans to understand and remember. The presence of chunks explains how humans may effectively meet environmental demands despite stringent cognitive restrictions in memory capacity, attention, and learning speed. Chunking has been identified as one of the major cognitive mechanisms and plays a crucial role in demonstrating how internal cognitive processes are related to the external world.

The term "chunking" refers to the method of dividing information into bite-sized chunks so that the brain can absorb new knowledge more efficiently. Working memory, which is where we manipulate information, can only keep a certain amount of data at a time, therefore the brain need aid.[19]

According to the above definition, chunking is a reading strategy that divides challenging text into manageable sections. Dividing content into smaller parts helps students identify keywords, organize ideas, and synthesize information. Depending on its size and complexity, a text may be chunked in numerous ways. A portion of text could be divided into paragraphs, or a paragraph might be divided into sentences. There are other ways to create the portions. Such as numbering paragraphs, drawing lines between parts,

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[19] Malamed Connie, Chunking Information for Instructional Design, http://thee-learningcoach.com/e-learning-design/chunking-information/2015 (Accessed on January 20th 2022).

highlighting sentences, or simply using paper to highlight the portion we are now working on and conceal the remainder of the text. Students assess the meaning of new terms, identify significant concepts and details, and summarize each chunk appropriately. Students should be able to chunk independently in order to grasp challenging reading passages.

Moreover, chunking is a component of English language instruction that is garnering growing attention and interest. Through the use of chunking, pupils can obtain information from the text more clearly, since each sentence will be composed of phrases.

4.   Teaching Reading through Chunking Strategy

Five steps comprise the chunking strategy implementation process for teaching reading comprehension. These procedures are as follows:[20]

a.   Preparation

Preparation is the first step that the students should be followed. The teacher introduces the chunking a text itself to make students understand before doing the chunking. It is often helpful to have students' record information about each "chunk" in a graphic organizer, which the students want to prepare in advance.

b.   Review reading strategies

Before the students work on paraphrasing the text, it is helpful to go over specific decoding strategies. The aim of this step is to make students get new vocabulary and remember the important points from the text. This

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[20] Malamed Connie, Chunking Information ... (Accessed on January 20th 2022).

step can also be called as "reading reminders". The students should circle or write words that are unfamiliar. Then, the students find the meaning by using synonym, antonym, context clues to help define, or looking up the meaning of unknown words. The students also circle the important things in the text such as: place, time, and name. Then, the students also should read aloud in multiple times to reinforce the memory.

c.   Chunk the text

The important point of this step is the students have to chunk a text by themselves, or partner, on in grouping. Chunking can be used in any length of text for challenging. The lengths of chunks can vary. A paragraph can be chunked into phrases and sentences. Meanwhile, if the students read a several pages, it can be chunked into paragraphs or sections. To chunk a text, it can depend on students reading level. A struggling student may work with phrases rather than sentences because the students use this strategy for the first time. But, a stronger student can often work with longer chunks.

d.   Paraphrase meaning

The students have to rewrite "chunks" into their own words. By the end of this activity, students should have a paraphrased version of the original text. It is aimed at whether the students understand what the text about or not.

e.   Assessment and sharing

The students' paraphrasing can be utilized to assess their comprehension and reading abilities. The teacher may also request that students compare

their version to that of a classmate in terms of identifying distinct meanings in the same phrases (discussing interpretation).

C. Hypothesis

The hypothesis is a statement and provisional response to the research problem; its formulation is based on the researcher's theoretical investigation and conceptual framework, and the hypothesis requires the research process to study the facts. Based on prior relevant material, certain applicable concepts, and the conceptual framework, the researcher develops the following hypothesis:[21]

1. Hypothesis Null (H_0)

   There was no improvement in reading comprehension through applying chunking strategy at Intensive Reading Class IAIN Langsa.

2. Alternative Hypothesis (H_a)

   There was improvement in reading comprehension through applying chunking strategy at Intensive Reading Class IAIN Langsa.

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

CHAPTER III
RESEARCH METHOD

A. Research Design

Research design is a way to conduct something that aims to guide the researcher. Thus, the researcher has to follow the procedure of the research design systematically to get the data. This research used the quasi-experimental research which belonged to quantitative approach.

Sugiyono stated that the main characteristic of the quasi-experimental design is the development of a true experimental design, which has a control group but cannot function fully to control external variables that affect the implementation of the experiment.[22]

There are two forms of quasi-experimental design, namely time series design and nonequivalent control group design. The design used in this study is quasi-experimental and uses a nonequivalent control group design model. Before being given treatment, both the experimental group and the control group were given a test, namely the pre-test, to know the condition of the group before treatment. Then after being given treatment, the experimental group and the control group were given a test, namely the post-test, to determine the condition of the group after treatment.[23] It aims to know whether applying chunking strategy to the students' reading comprehension in Intensive Reading Class IAIN Langsa.

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[22] Sugiyono Sugiyono, "*Metode Penelitian Kuantitatif Dan Kualitatif Dan R&D,*" *Alfabeta Bandung* (2010), 75.

[23] Sugiyono Sugiyono, "*Metode Penelitian…, 83.*

The following is an illustration of a quasi-experimental design model of a nonequivalent design:

$$\frac{O_1 \qquad X \qquad O_2}{O_3 \qquad\qquad O_4}$$

Where:

O1 = Experimental group before being given treatment

O2 = Experimental group after being given treatment

O3 = Control group before treatment

O4 = Control group not given treatment

X = Treatment

B. Population and Sample

Population is defined as all of subjects of any well-defines class of people, objects, or events in which stay in research area before the researcher find the interesting subjects. The population of the research was the English students in Intensive Reading Class of IAIN Langsa in academic year 2021/2022.

In this research the researcher used purposive sampling technique. According to Arikunto, purposive sampling technique is sampling technique which is done because limited time and finding.[24] The type of purposive sampling that a researcher may decide to use depends on the purpose of the study.[25] It means in this research, researcher chose the subject according to the need and purpose of the research, to determine students' ability to employ the chunking strategy to improve their reading

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[24] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2002), 127.
[25] Marguerite, et.al, Methods in Educational Research: from Theory to Practice, (San Francisco: Jassey-Bass, 2006), 152.

comprehension. The sample of this research is students at Intensive Reading Class that consist of 22 students in IAIN Langsa in academic year 2021/2022.

C. Place and Time of The Research

The researcher conducted the research at Intensive Reading Class English Department of IAIN Langsa in academic year 2021/2022. This had been implemented on March 15th up to March 22nd, 2022. The researcher conducted a pre-test both of control and experimental group on March, 15th 2022, and post-test both of control group on March, 18th 2022 and experimental group on March, 22nd 2022.

D. The Technique of Data Collection

The research used objective and subjective tests, including a pre-test and a post-test. There were generally three objective test types: multiple-choice, true-false, and matching.[26] In this research, instrument used test of multiple choices 10 numbers.

The pre-test was designed to assess students' prior understanding of reading text before to receiving treatment, whereas the post-test was designed to assess students' reading comprehension following treatment with the chunking strategy.

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

1. Pre-test

    Before applying the treatment, the researcher conducted a pre-test of both the control and experimental groups in March, 15th 2022 to find out the basic score of students' reading comprehension. The test consisted of some questions and the students were given 50 minutes to answer 10 multiple choices that the

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

researcher provided in the worksheet. At the first time, the researcher introduced herself and explained the purpose of the researcher research to the students, then gave a pre-test.

2. Post-test

    After treatment, the researcher gave the students post-test both of control group on March, 18th 2022 and experimental group on March, 22nd 2022. In this post-test, the researcher gave a multiple-choice exam, but the questions were changed from the pre-test to make it simpler for the researcher to determine whether or not the treatment was effective. It was done to collected the data for finding out and measure whether there is an improvement of students' score of reading comprehension or not. The reading test consisted of 10 numbers of multiple choice and the students were given 50 minutes to answer all the questions that were provided in the paper sheet.

3. Treatment

    The researcher gave treatment to experimental group for six meetings, 3 meetings with control group and 3 meetings with experimental group (chunking strategy). From March 16th up to March 21st, 2022. The experimental group was taught by using the chunking strategy while the control group was taught by a researcher with their teachers' method without using Chunking Strategy, which means another strategy (silent way method). After the pre-test, the researcher gave treatment to the students. The researcher applied both as a way to improve students' reading comprehension. The treatment process would be conducted for the sixth meeting.

a. First Meeting of Control Group

Step 1 preparation consisted of:

1) The researcher introduced herself to the students and described the purpose of the research as well as the students' responsibilities during the study.

2) The researcher explained the outline of the narrative text.

Step 2 review reading strategies consisted of:

The researcher gave the passage about narrative text "Sura and Baya" The researcher did not explain anything, only asked the students to read and understand it themselves. The strategies were:

1) Researcher gave the text to the students.

2) Students read and understood the text.

3) Read aloud multiple times.

4) Students answered the questions given by the researcher

Step 3 assessments and sharing, the researcher gave students time to share with their friends, and also the researcher gave an assessment.

b. Second and Third Meeting of Control Group

1) The researcher prepared narrative text about "Kebo Iwo" for second meeting and "Owl and Pigeon" for third meeting

2) The researcher asked the students to read the text. The strategies were:

a) Researcher gave the text to the students.

b) Students read and understood the text.

    c)   Read aloud multiple times.

    d)   The researcher allowed them to discuss with their friends.

    e)   Students answered the questions given by the researcher

3) The researcher allowed them to discuss with their friends.

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

c. First Meeting of Experimental Group (Chunking Strategy)

Step 1 preparation consisted of:

1) The researcher explained about narrative text.

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

Step 2 review reading strategies consisted of:

The researcher gave the passage about the narrative text "The Smart Parrot" The Researcher asked the students to chunk it. The strategies were:

1) Circle the unfamiliar words.

2) Used context clues to help define.

3) Look up the meaning of unknown words.

4) Wrote synonyms for these new words in the text.

5) Underlined important places and people and identify.

6) Read aloud and multiple times.

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

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

Step 5 assessments and sharing, the researcher gave students time to share with their friends and also the researcher gave an assessment.

d. Second and Third Meeting of Experimental Group

1) The researcher prepared narrative text about "Snow White" fifth meeting and "The Rats and the Elephants" for sixth meeting

2) The researcher asked the students to chunk the text. The strategies were:

a) Circle the unfamiliar words.

b) Used context clues to help define.

c) Look up the meaning of unknown words.

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

e) Underlined important places and people and identify.

f) Read aloud and multiple times.

3) The students asked to answer the question that was provided in the paper.

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

E. The Instrument Test

As a quantitative research, the researcher had to prove the hypothesis with analyzing the data which would explain the result of this study. This study prove whether the hypothesis is accepted, rejected or whether the word attack strategy is

successful or not. To get accurate data, the writer uses suitable statistical procedure from tests given.

1. The Classification of the Students Score

   Table of classification students' score

No.	Classification	Score
1.	Excellent	91 - 100
2.	Very Good	81 – 90
3.	Good	71 – 80
4.	Fair	61 – 70
5.	Poor	51 – 60
6.	Very Poor	Less than 50

2. Validity Test

   A validity test is used to measure the validity of an instrument. A questionnaire is said to be valid if the statement on the questionnaire can reveal something that the questionnaire will measure. To measure the level of validity can be done by collaborating between the score of the question items with the total score of the construct or variable.

   The validity test is calculated by comparing the calculated r-value (correlated item-total correlation) with the r table value for the degree of freedom (df) = n – 2 (n is the number of samples). If r count > r table, then the indicator question is declared valid, and vice versa if r count < r table (sig 5% level) then the question or indicator is declared invalid, r count is obtained from Microsoft Excel output results, the value is then compared with the value r table. In this study, the researcher used content validity to measure the validity test.

$$r_{xy} = \frac{n\left(\Sigma\,xy\right) - \left(\Sigma\,x\ \Sigma\,y\right)}{\sqrt{\left[n\,\Sigma\,x^2 - \left(\Sigma\,x\right)^2\right]\left[n\,\Sigma\,y^2 - \left(\Sigma\,y\right)^2\right]}}$$

Where:

r_{xy} = correlation coefficient

n = number of samples

$\Sigma\,x$ = total score of statement items

$\Sigma\,y$ = the total score of the item turned out to be

$\Sigma\,xy$ = the sum of the products of x and y

3. Reliability Test

Reliability test is a tool used to measure a variable questionnaire. A questionnaire is reliable if a person's answer to a question is consistent or stable from time to time. Respondents' answers to this statement are reliable if each question wants to measure the same thing. If the answer to the indicator is random, it can be said that it is not reliable.[27] A variable is reliable if: Result a > 0.60 = reliable and result from a < 0.60 = unreliable, meaning that it can have a Cronbach alpha value of more than 0.6.

$$r_{11} = \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\Sigma\,\sigma_b^2}{\sigma_t^2}\right]$$

Where:

r_{11} = instrument reliability

_____

[27] Imam Ghozali, *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 21 Update PLS Regresi*, 2013, 34.

k = number of questions

$\sum \sigma_b^2$ = number of item variances

⬛⬛   = total variance

F. The Technique of Data Analysis

1. Normality Test

Normality and homogeneity were examined before using parametric or nonparametric statistics to compute the data to answer the study hypothesis. The normality test was required to determine if the data were normally distributed. Test for Lilliefors using SPSS 26. This test is used to assess if the sample's data follows a normal distribution. If the degree of normalcy exceeds the significance threshold (0.05), scores will be normally distributed. If the significance value of the test for normality is larger than 0.05, the data is considered to be average. Alternatively, if it is less than 0.05, the data deviates considerably from a normal distribution. The hypothesis has the following criteria:

a. Ho: Significant Score > 0.05 means the data is normally distributed.

b. H1: Significant Score < 0.05 means the data is not normally distributed.

2. Homogeneity Test

After the normality test, then test the homogeneity of the data. The homogeneity test aims to see whether the data or samples in both classes are homogeneous or heterogeneous. This test determines whether the data from both classes had the same variant that tested by using a t-test. In calculating the homogeneity test, the researcher used the Levene Statistical Test from SPSS 26.

The steps are: To click analyze compare means; To choosing one way Anova; To fill variable score on the dependent list and fill class variable on factor box; To click option and checklist homogeneity of variance test; OK.

If the results of the homogeneity test show that the significance of the data is greater (>) than the degree of significance (a = 0.05), it means that the data is homogeneous. However, if the significance of the data is lower (<) than the degree of significance (a = 0.05), it means that the data is heterogeneous.

3. Hypothesis Test

After examining the normality and homogeneity of the data, the researchers computed the data to test the hypothesis that there is a significant difference between students' reading comprehension through Chunking Strategy in the experimental group and students' reading comprehension in the control group. The researcher calculates the data using the t-test formula because the data obtained are normal and homogeneous. T-test was used to find out whether Chunking Strategy was congestive on students' reading comprehension. To test the hypothesis, the researcher used the t-test formula, which was adapted from Anas Sudijono.[28]

a. The Determining mean of an experimental group

$$M_x = \frac{\sum x}{N1}$$

Where:

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[28] Anas. Sudijono, *Pengantar statistik pendidikan* (Jakarta: PT Raja Grafindo Persada, 2005), 306-307.

Mx = mean of gained score of experimental group

$\sum x$ = sum of gained score of experimental group

N1 = the total students in experimental group

b. The determining mean of a control group

$$M_y = \frac{\sum y}{N1}$$

Where:

My = mean of a gained score of a control group

$\sum y$ = sum of a gained score of control group

N2 = the total students in a control group

c. Determining standard deviation of experimental group (X)

$$SD_x = \frac{\sum x^2}{N1}$$

Where:

SD_x = Standard deviation score of experimental group

$\sum x^2$ = Sum of the squared deviation of a score of experimental group

N1 = Number of students of experimental group

d. Determining standard deviation of control group (Y)

$$SD_y = \frac{\sum y^2}{N2}$$

Where:

SD_y = Standard deviation score of control group

$\sum y^2$ = Sum of the squared deviation of a score of control group

N2 = Number of students of control group

e. Determining of standard error mean of variable X

$$SEM_x = \frac{SD_x}{\sqrt{N_1 - 1}}$$

Where:

SEM_x = Standard error mean of experimental group

SD_x = Standard deviation score of experimental group

N_1 = Number of students of experimental group

f. Determining of standard error mean of variable Y

$$SEM_y = \frac{SD_y}{\sqrt{N_2 - 1}}$$

Where:

SEM_y = Standard error mean of control group

SD_y = Standard deviation score of control group

N_2 = Number of students of control group

g. Determining standard error of different mean of variable X and mean of variable Y

$$SEM_x - M_y = \sqrt{SE\ Mx^2 + SE\ My^2}$$

h. Determining T_0 (T observation)

$$T_0 = \frac{M_x - M_y}{SEM_x - M_y}$$

i. Determining t – table (t_t) in significant level 5 % and 1 % with degree of freedom (df), with formula:

$$df = (N_x + N_y) - 2$$

Where:

df = Degree of freedom

Nx = The total students in the experimental group

Ny = The total students in the control group

4. Statistical Hypothesis

From the result of such analysis, the value of t_0 and t_t can determine the truth or false of the hypotheses. If the value of t_0 is equal to or higher than the t_t value, the null hypothesis (H_0) will be rejected, and the alternative hypothesis (H_a) will be accepted. Conversely, if the value of T_0 is smaller than the value of t_t, the null hypothesis (H_a) will be accepted, and the alternative hypothesis (H_a) will be rejected. Statistically, the hypotheses of this study are expressed as follows:

$$t_0 \geq t_t \text{ , } H_0 \text{ is rejected and } H_a \text{ is accepted}$$

$$t_0 < t_t \text{ , } H_0 \text{ is accepted and } H_a \text{ is rejected}$$

a. If $t_0 > t_t$, the null hypothesis (H_0) are rejected, and the alternative hypothesis are accepted. It means that there is a significant difference between the students' reading comprehension scores who were taught by using Chunking Strategy and who were taught without Chunking Strategy at Intensive Reading Class of IAIN Langsa ($\mu1 \neq \mu2$). In other words, using Chunking Strategy is effective in reading comprehension.

b. If $t_0 < t_t$, the null hypothesis (H_0) are accepted, and the alternative hypothesis (H_a) are rejected. It means that there is no significant difference between the students' reading comprehension score who were taught by using Chunking Strategy and who were taught without

Chunking Strategy at Intensive Reading Class of IAIN Langsa ($\mu1 = \mu2$). In other words, using Chunking Strategy is not effective in reading comprehension.

BAB IV
FINDING AND DISCUSSION

A. Research Finding

1. Validity and Reliability

The validity of this research was measured with SPSS. SPSS is probably the most common statistical data analysis software package used in education research. With df or db is (n) 11 in 5% significance the price of the r table is 0,602. If the r count is under the r table, it concluded that the grains were not a valid instrument. The item is said to be a valid instrument if the coefficient of correlation (r count) of magnitude is more than 0,602. For validity and reliability instruments research, the researcher gave 20 questions for this class. Based on the result of the validity test, 10 questions were valid and 10 questions were invalid. So, the researcher took 10 questions as the instrument in this research. To determine the validity of the instrument, the researcher used the formula Karl Person product moment in this research.

To know the reliability of the test, the researcher analyzed the statements by using Cronbach's alpha. A reliable test is consistent and dependable if you give the same test to the same student or match students on two different occasions, the test should yield a similar result. The issue of reliability of a test may best be addressed by considering several factors that may contribute to the unreliability of a test.

The sample was (n) Intensive Reading Class students, n = 11 and the significance the price of r table was 0,6. The result of calculation reliability instruments was presented below:

Table 4.1 The Result of Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.712	10

2. Data Description

The researcher took the data which collected from the students' pre-test and post-test score of reading comprehension. The researcher did the research in March 15th up to March 22nd, 2022. The researcher took the data by two groups in Intensive Reading Class, control group and experimental group.

Table 4.2 Data Description

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pre-Test Control Group	11	20	40	60	540	49.09	2.506	8.312	69.091
Post-Test Control Group	11	20	50	80	700	63.64	2.787	9.244	85.455
Pre-Test Experimental Group	11	20	40	60	540	49.09	2.506	8.312	69.091
Post-Test Experimental Group	11	20	60	90	840	76.36	3.377	11.201	125.455
Valid N (listwise)	11								

From descriptive statistics table above, showed that score ranges, minimum and maximum scores, sums, means, and variances of pre-test post-test of control group and experimental group. The score range of the test was 20. Minimal and maximal score for pre-test control group were 40 and 60, post-test control group were 50 and 80, pre-test experimental group were 40 and 60, and post-test experimental group were 60 and 90. Standard deviation for both pre-test was

8.312, post-test control group was 9.244, and post-test experimental group was 11.201.

Table 4.3 The result of Control Group

Level	Score Range	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Very Good	81-100	0	0	0	0
Good	61-80	0	0	3	27.28%
Fair	41-60	7	63.63%	8	72.72%
Poor	21-40	4	36.37%	0	0
Very Poor	Less than 20	0	0	0	0
Mean Score		49.09		63.64	

(Data source: the result of control group)

Based on the result of control group table above, showed that 7 students who had fair criteria with the percentage were 63.63% and there were 4 students who had poor criteria with the percentage was 36.37% in pre-test. In post-test, there were 3 students who had good criteria with percentage was 27.28%, there were 8 students who had fair criteria with the percentage was 72.72%. In control group, the mean of pre-test was 49.09 and the mean of post-test was 63.64.

Table 4.4 The result of Experimental Group

Level	Score Range	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Very Good	81-100	0	0	3	27.28%
Good	61-80	0	0	6	54.54%
Fair	41-60	7	63.63%	2	18.18%
Poor	21-40	4	36.37%	0	0
Very Poor	Less than 20	0	0	0	0
Mean Score		49.09		76.36	

(Data source: the result of experimental group)

Based on the result of experimental group table above, showed that 7 students who had fair criteria with the percentage were 63.63% and there were 4 students who had poor criteria with the percentage was 36.37% in pre-test. In post-test, there were 3 students who had very good criteria with percentage was 27.28%, there were 6 students who had good criteria with the percentage was 54.54%, there were 2 students who had fair criteria with the percentage was 18.18%. In experimental group, the mean of pre-test was 49.09 and the mean of post-test was 76.36.

Based on the data above, we could see that the mean of pre-test score was 49.09 and the mean score of post-test was 76.36 in experimental group. It means that the difference score between pre-test and post-test in experiment group was 27.27. In control group, the mean score of pre-test was 49.09 and the mean score of post-test was 63.64. It means that the difference score between pre-test and post-test in control class was 14.55.

3. The Analysis of Research Finding

    a. Normality Test

    To check if the obtained data had a normal distribution or not, normality testing was done. The researcher used SPSS in this research with Kolmogorov-Smirnov test by the value of significance (a) = 0.050. The result could be seen in the table below:

Table 4.5 The Result of Normality Test

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]		
		Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test	.227	11	.120
	Post-Test Control Group	.380	11	.000
	Post-Test Experimental Group	.173	11	.200[*]

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The standard significant in this research was 0.05 (a = 5%). To determine if the data was normal distribution or not, it could be seen from the result of data normality testing. Based on the output from SPSS above, the significance value from the test was 0,200 of post-test experimental group and bigger than 0.05(0,200> 0.05). It meant that the data were distributed normally.

b. The Result of Homogeneity Testing

To determine if the obtained data had a homogenous variance or not, homogeneity testing was done. The Test of Homogeneity of Variances was employed by the researcher to determine homogeneity with SPSS by the value of significance (a) = 0.050. The result can be seen below:

Table 4.6 The Result of Homogeneity Test

Levene Statistic	df1	df2	Sig.
.943	2	30	.401

The standard significant of education was 0.05 (a = 5%). Based on the output from SPSS above is known that the test was called homogeny if the

significant score was more than 0.05. Based on the table above, the test was homogeny because 0.943 > 0.05. It concluded that the data were homogen.

c. The Examining of Hypothesis

Hypothesis testing was been doing to know whether there was any significant influence or not to the variable. Based on the testing normality and homogeneity it could be seen that the data were normal and homogeneous. So, hypothesis testing was used as a t-test.

H_0 :There was no improvement in reading comprehension through applying the chunking strategy at Intensive Reading Class IAIN Langsa.

H_a : There was improvement in reading comprehension through applying chunking strategy at Intensive Reading Class IAIN Langsa.

Table 4.7 The Result of Paired Samples Test

Paired Samples Test

				Paired Differences					
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Test - Post-Test Control Group	-14.545	13.685	4.126	-23.739	-5.352	-3.525	10	.005
Pair 2	Pre-Test - Pre-Test Experimental Group	-27.273	14.894	4.491	-37.278	-17.267	-6.073	10	.000

Based on the above table can be concluded that sig.(2-tailed) of post-test is 0.000<0.05, so H_0 was rejected and Ha was accepted. It meant that there was significant difference between the students' reading comprehension scores were taught by Chunking Strategy and who were taught without Chunking Strategy. It implied that the more a teacher used Chunking Strategy in teaching reading comprehension.

B. Discussion

The researcher collected the data from two groups, experimental group and control group. This research has been done from March 15th until March 22nd, 2022. Before using the Chunking Strategy, the researcher taught reading activities using the method taught by the teacher (control group) for three meetings. The steps of the method were to explain the outline of the meaning of the narrative text, gave students a worksheet, students read aloud many times and understood the text themselves, answered questions, and assessments.

After the teaching process in the control group was completed, it was continued with the chunking strategy. The researcher used the steps of Chunking Strategy as well as preparation, review reading strategy, chunk the text, paraphrasing meaning, assessment, and sharing.[29] The researcher presented content and prepares students to study. The second step was to review reading skills. The researcher urged students to highlight unfamiliar words, seek the meaning, create synonyms for new words in the text, underline important places of people and identify, read aloud and multiple times. The third step, students chunked the text into phrase. Fourth, paraphrase. The last step was evaluation and sharing; students were asked questions about the text or story they paraphrased to teach reading comprehension using Chunking. The chunking strategy divided difficult language into manageable chunks. Students could identify keywords, arrange ideas, and synthesize knowledge by dividing text.

In experimental group, the mean score of pre-test was 49.09. After the researcher gave the treatment, the mean score of post-test of experimental group was 76.36. It

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[29] Malamed Connie, *Chunking Information ...* (Accessed on January 20th 2022).

can be concluded that there was an improvement in reading comprehension after the researcher gave the treatment with Chunking Strategy. In control group, the mean score of pre-test was 49.09 and the mean score of post-test was 63.64. It can be concluded that there was an improvement in reading comprehension after the researcher gave the treatment with conventional method.

The result of mean score in each class, it was obtained the t-observation (to) was 0.000 meanwhile the t-table was 1.796. It meant that t-observation was lower that t-table. So the alternative hypothesis H_0 was rejected and H_a was accepted. It meant that there was improvement in reading comprehension through applying Chunking strategy and who were taught without Chunking strategy. The result above showed the Chunking strategy had an effect to improve students' reading comprehension scores. The data were collected through tests to improve students' reading comprehension with Chunking strategy. This was supported by the data description of students' pre-test and post-test scores. After presenting the Chunking strategy, the students' value in teaching was greater than before.

According to the findings of the result, it can be concluded that the Chunking strategy was a way which was good for reading comprehension. The result of this research shows that the Chunking strategy had an effect to improve students' reading comprehension scores. Besides that, the students were interested in learning reading comprehension by using the Chunking strategy. Learning by this strategy was more interesting than learning with the conventional method. The students needed a new way to learn English without making them bored learning reading.

BAB V
CONCLUSION AND SUGGESTION

A. **Conclusion**

Based on the discussion in the previous chapter, the findings indicated a positive impact on the reading comprehension and classroom environment of the students. This research was categorized as a pre-experiment research design consisting of a pre-test given before the treatment to determine students' reading comprehension, and a post-test given after treatment to determine students' reading comprehension in the control group and experimental group. Consequently, this study employed quantitative research methods.

The score improvement on pre-test and post-test showed that students were performing better. In addition, the conclusion of the research findings was stated as follows: The Chunking Strategy was a successful and beneficial strategy for teaching reading comprehension since it helped students in comprehending and remembering information. The Chunking strategy increased student achievement and eliminates student issues (lack of vocabulary and misunderstanding of words). Implementing the Chunking Strategy had the potential to boost student motivation and involvement.

B. **Suggestion**

Based on the experiment that the researcher did, here some suggestion:

1. Since this research was successful in improving students' reading comprehension, it is recommended that English teachers should implement this method based on the needs and issues of their students to enhance

students' reading comprehension. The researcher also recommends that teachers should communicate the benefits of employing the chunking strategy in reading comprehension to students so that they recognize that what they are doing is beneficial.

2. The researcher suggested students should help their teacher to apply chunking strategy. The students should also pay attention to their teacher during the learning process. To avoid finding unfamiliar words again, students should always read anything that enriches their vocabulary.

3. This research might utilize as a guide for future researchers who wish to conduct similar research. Due to time constraints, the study had several flaws. Therefore, researchers interested in the same topic are encouraged to conduct a comprehensive investigation and implement the Chunking strategy to enhance students' reading comprehension.

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Appendix 1

Lesson Plan
(RPP)

Tempat	: Fakultas Ilmu Tarbiyah dan Keguruan
Mata Pelajaran	: Intensive Reading Class
Unit/Semester	: 2
Alokasi Waktu	: 45 Menit
Pertemuan	: 1, 2 & 3 Control Group (Silent Way)
Materi pokok	: Narrative Text

A. Kompetensi Inti

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

B. Kompetensi Dasar

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

C. Indikator Pencapaian:

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

D. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat: Melalui proses membaca peserta didik mampu menganalisis dan menangkap makna dalam teks.

E. Materi pembelajaran

1. Sura and Baya
2. Kebo Iwo
3. Owl and Pigeon

F. Metode Pembelajaran: Diskusi (hanya mahasiswa/i)

G. Sumber Belajar: Buku Bahasa Inggris dan Internet

H. Langkah – langkah kegiatan pembelajaran

Langkah Pembelajaran	Diskusi	Alokasi Waktu
Pendahuluan	1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam. 2. Mengecek kehadiran siswa. 3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai. 4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas peserta didik.	5

Kegiatan Inti	1. Guru hanya menejelaskan secara garis besar tentang pemahaman membaca dan teks naratif.
	2. Setelah itu peserta didik diberikan teks naratif dengan judul yang berbeda – beda setiap pertemuan.
	3. Sebelum memulai, guru menuliskan hal apa saja yang harus dilakukan seperti:
	  a. Guru memberikan teks tersebut kepada siswa.
	  b. Siswa membaca dan memahami teks tersebut.
	  c. Bacalah dengan keras dan berkali-kali.
	  d. Siswa menjawab pertanyaan yang diberikan oleh peneliti
	4. Guru tidak menjelaskan apa-apa, hanya meminta siswa untuk membaca dan memahaminya sendiri.
		35

	5. Guru melakukan penilaian dan sharing, serta memberikan waktu kepada siswa untuk berbagi dengan temannya, dan juga guru memberikan penilaian.	
Penutup	1. Dengan sikap tanggung jawab, peduli, responsive, dan santun peserta didik bersama guru menyimpulkan pelajaran. 2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada peserta didik untuk tetap semangat. 3. Menyampaikan rencana kegiatan pertemuan berikutnya. 4. Salam penutup.	5

I. Penilaian

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

Dimana:

S: Skor

R: Jumlah jawaban benar

N: Jumlah soal

Langsa, 1 Maret 2022

Peneliti,

Cut Intan Kausar

1042017026

Lesson Plan

(RPP)

Tempat	: Fakultas Ilmu Tarbiyah dan Keguruan
Mata Pelajaran	: Intensive Reading Class
Unit/Semester	: 2
Alokasi Waktu	: 55 Menit
Pertemuan	: 1, 2 & 3 Experimental Group (Chunking Strategy)
Materi pokok	: Narrative Text

A. Kompetensi Inti

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

B. Kompetensi Dasar

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

C. Indikator Pencapaian:

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

D. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat: Melalui proses membaca peserta didik mampu menganalisis dan menangkap makna dalam teks.

E. Materi pembelajaran

1. The Smart Parrot

2. Snow White

3. The Rats and the Elephants

F. Metode Pembelajaran: Diskusi (peneliti dan mahasiswa/i)

G. Sumber Belajar: Buku Bahasa Inggris dan Internet

H. Langkah – langkah kegiatan pembelajaran

Langkah Pembelajaran	Diskusi	Alokasi Waktu
Pendahuluan	1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam. 2. Mengecek kehadiran siswa. 3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai. 4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas peserta didik.	5

Kegiatan Inti	1. Guru menejelaskan tentang pemahaman membaca dan teks naratif.
	2. Kemudian, guru menjelaskan tentang *chunking strategy*.
	3. Setelah itu peserta didik diberikan teks naratif dengan judul yang berbeda – beda setiap pertemuan.
	4. Sebelum menerapkan *chunking strategy*, guru menuliskan hal apa saja yang harus dilakukan seperti:
	   a. Lingkari kata-kata yang tidak dikenal.
	   b. Petunjuk konteks yang digunakan untuk membantu mendefinisikan.
		45

	c. Cari tahu arti kata – kata yang tidak diketahui. d. Tulis sinonim untuk kata – kata baru dalam teks. e. Menggarisbawahi tempat – tempat penting dan orang – orang dan mengidentifikasi. f. Bacalah dengan keras dan berkali – kali. 5. Setelah itu, guru mengarahkan dan mengawasi peserta didik untuk melakukan chunk pada teks bacaan. 6. Selanjutnya, guru membimbing peserta didik untuk mem-*paraphrasing* teks. 7. Kemudian peserta didik membacakan teks naratif yang di *paraphrasing*. 8. Untuk mengetahui apakah peserta didik paham dengan isi materi maka diberikan lembar soal untuk dikerjakan.	
Penutup	1. Dengan sikap tanggung jawab, peduli, responsive, dan santun peserta didik bersama guru menyimpulkan pelajaran. 2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada peserta didik untuk tetap semangat. 3. Menyampaikan rencana kegiatan pertemuan berikutnya. 4. Salam penutup.	5

I. Penilaian

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Langsa, 1 Maret 2022

Peneliti,

Cut Intan Kausar
1042017026

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Question:

1. How many characters in the story?
2. What is seen Baya?
3. Why are they fighting?
4. Anyone who violates the agreement between Sura and Baya?
5. What lessons can we learn in the story?

Kebo Iwo

A long time ago, there lived on the island of Bali a giant-like creature named Kebo Iwo. The people of Bali used to say that Kebo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kebo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kebo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kebo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the whole boiling. Kebo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kebo Iwo is known as Mount Batur.

Question:

1. Which the following fact is true about Kebo Iwo?
   a. Kebo Iwo ate a little amount of meat
   b. Kebo Iwo is a destroyer that cannot make anything
   c. Kebo Iwo was angry because his food was stolen by Balinese people
   d. Kebo Iwo destroyed the entire house but not the temple
   e. Kebo eat food was equal for food of thousand people
2. Why did Kebo Iwo feel angry to the Balinese people?
   a. Because Balinese people ate his meal

b. Because Balinese people took his food so his barns was empty

c. Because Balinese people didn't give him food

d. Because Balinese people were in hunger

e. Because Balinese people turned to rage

3. According to the story, if Kebo Iwo is never existed in Bali island, what do you think will happen?

a. There will be no Bali island

b. Bali People will never be angry

c. All Bali people will live in a prosperous way

d. We are not able see the beauty of Lake Batur

e. Mount Batur will not be a sacred place now

4. So, they came together to plan steps to oppose this powerful giant……(Paragraph 3) The antonym of the word "oppose " is….

a. Support

b. Defeat

c. Turn Against

d. Beat

e. Change

5. What is mount batur?

a. A lake build by Kebo Iwa

b. A well dug by Kebo Iwa

c. The mountain build by Kebo Iwa

d. A mound of earth dug from the well by Kebo iwa

e. A home build by Balinese people to Kebo Iwa

Owl and Pigeon

Once upon a time an owl and a pigeon met and talked.

"There are more owls than pigeons," said Owl.

"No, way," said Pigeon, "There are many more pigeons."

"Let's count!" answered Owl, "We will meet in the big wood a week from today."

On that day, the owls came first. The trees were full of them. The owls laughed and said, "OOwah-wah-wah!"

Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.

The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the one the owls took off, fled into the sky.

In the meantime, the pigeons were shouting to each other, celebrating their victory.

Since then, owls have always travelled at night when the pigeons are asleep.

Question:

1. The writer's purpose of writing the text is ….
   a. to entertain the readers.
   b. to describe owls and pigeons.
   c. to relate the writer's experience.
   d. to explain how owls have big, flat eyes.

2. Why were the owls laughing when they first arrived?
   a. They were making jokes about the pigeons.
   b. They were telling foolish stories about the pigeons.
   c. They were sure they would outnumber the pigeons.
   d. They were talking about how ugly the pigeons were.

3. Why were the owls staring at the pigeons?
   a. They were afraid that the pigeons would.
   b. They were shocked there were so many pigeons.
   c. They'd like to count the number of all the pigeons.
   d. They wanted to scare the pigeons by acting wicked.

4. What can we learn from the story?
   a. Boasting will do more harm to others.
   b. Friendship is very easy to build.
   c. We can do anything if we are together.
   d. Being too proud does not make us noble

The Smart Parrot

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

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

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

One day after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" Said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.

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

Question:
1. Where does the story take places?
2. What is the word that the parrot cannot say?
3. What is the story about?

4. How often did the owner teach the bird how to say the word?

5. "the parrot was very, very smart" the word 'smart' means?

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.

Question:

1. To tell the plot, the writer uses…
   a. a rhetorical question and an exclamation
   b. time sequences
   c. contrastive evidences
   d. past tense
   e. concessive conjunctions

2. 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

    e.   Snow White liked playing in the woods.

3. 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

    e.   In the middle of night

4. 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

    e.   She lived on the street

5. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?

    a.   because she loved them very much

    b.   as a result of forcing attitude from them

    c.   because her parents were dead

    d.   because she were afraid of the dwarfs

    e.   because she ran away from a monster

6. The communicative purpose of this text is…..

    a.   to inform the readers about important and newsworthy events

    b.   to entertain readers with fairy tale

    c.   to share an account of an unusual event

    d.   to persuade readers to accept his/her opinions

    e.   to denote or propose something as the case

The Rats and the Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped elephants, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

Question:

1. What destroyed the homes of all rats?
2. What helped the elephant's herd tree?
3. What generic structure is of "once upon a time there lived a group of mice under a tree in peace"?
4. At the end of the story, how was the elephant's herd

Appendix 2

Instrument of the Pre-Test and Post-Test

Name :

Class :

Read carefully the text below and answer the question!

Hansel and Gretel

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

1. The story tells about….
    a. Two children went to school for the first time
    b. A witch who is really kind
    c. A father who begged a witch for money
    d. A stepmother who saved her children from a witch
2. Which statement is FALSE about the witch?

a. She locked Hansel in a cage

b. She planned to eat Hansel & Gretel

c. She fell into the ocean

d. She hated the children

3. "The witch fell into the oven and the stepmother <u>shut</u> the door." (Paragraph 4)

The underlined word can be replaced by the word…

a. Marked

b. Pointed

c. Opened

d. Closed

4. How did the stepmother find her children?

a. She walked into the forest

b. She got tired and met her children

c. She peeped through the window of the witch's cottage

d. She fell into the cliff

Mouse Deer and Mr. Crocodile

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

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

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

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

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly" said the mouse deer. "Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

5. Why did mouse deer want to go across the river?
    a. because he was very hungry
    b. because he wanted to cheat Mr. Crocodile
    c. he wanted to eat some dying trees
    d. he was afraid of the current of the river
6. After reading the text, we may conclude that the mouse deer was …
    a. very greedy animal
    b. cunning animal
    c. dumb animal
    d. frightened animal

The Ugly Duckling

A little duckling was terribly unhappy because he thought he was the ugliest amongst all his brothers and sisters. They'd not play with him and titillated the poor ugly duckling. One day, he saw his reflection within the water and cried, "Nobody likes me. I'm so ugly." He decided to go away from home and went far-off into the woods.

Deep within the forest, he saw a cottage in which there lived an old lady, her hen, and her cat. The duckling stayed with them for a few times however he was sad

there and shortly left. Once the winter set in, the poor duckling nearly froze to death. A peasant took him home to his woman and kids. The poor duckling was afraid of the kids and escaped. The ugly duckling spent the winter in a very marshy lake.

Finally, spring arrived. One day, the duckling saw a gorgeous swan swimming within the lake and fell in love with her. Then again he remembered how everybody made fun of him and he bent his head down in shame. Once he saw his own reflection in the water he was atoned. He wasn't an unsightly duckling any longer, but a handsome young swan! Now, he knew why he had looked so completely different from his brothers and sisters. "They were ducklings but I used to be a baby swan!" he said to himself. He married the gorgeous swan and lived happily ever once.

7. After leaving home, where does the duckling go?
    a. He goes to the hills.
    b. A cottage in a deep forest.
    c. He go to another village

8. When the ugly duckling saw a gorgeous swan?
    a. Winter.
    b. Summer.
    c. Spring.

9. Why did he call the ugly duckling?
    a. He has different colors.
    b. He is a swan but lives as a duck.
    c. He likes beautiful swans.

10. Why did the ugly duckling leave the peasant?
    a. He was scared of his children.
    b. He was scared of his wife.
    c. He is happy living with the peasant.

Appendix 3

Pre-Test Score

No.	Control Group	Right Answer	Pre-Test Score	Experimental Group	Right Answer	Pre-Test Score
1	Rohman	5	50	Lola Lolita Sari	5	50
2	Zurairah	4	40	Siti Raissa	4	40
3	T Melati Suciati	5	50	Intan Sabrina	5	50
4	Melly Permata Sari	6	60	Aulia Sinthia Mayang	6	60
5	Nurul Husna Siagian	4	40	Fadly Febrian	4	40
6	Desy Fitria	4	40	Mawaddah	4	40
7	Ummi Yani Ritonga	4	40	Pretyawati	4	40
8	Siti Zahara	5	50	Erina Julia	5	50
9	Zaurin Adeliani	6	60	Syahrozi Febrian	6	60
10	Raihan Maqfirah	6	60	Putri Yasmin	6	60
11	Dinda Sri Rahayu	5	50	Syukiet Safia Hanum	5	50

Post-Test Score

No.	Control Group	Right Answer	Post-Test Score	Experimental Group	Right Answer	Post-Test Score
1	Rohman	6	60	Lola Lolita Sari	8	80
2	Zurairah	6	60	Siti Raissa	6	60
3	T Melati Suciati	6	60	Intan Sabrina	8	80
4	Melly Permata Sari	5	50	Aulia Sinthia Mayang	6	60
5	Nurul Husna Siagian	8	80	Fadly Febrian	9	90
6	Desy Fitria	7	70	Mawaddah	9	90
7	Ummi Yani Ritonga	6	60	Pretyawati	7	70
8	Siti Zahara	6	60	Erina Julia	7	70
9	Zaurin Adeliani	6	60	Syahrozi Febrian	7	70
10	Raihan Maqfirah	8	80	Putri Yasmin	9	90
11	Dinda Sri Rahayu	6	60	Syukiet Safia Hanum	8	80

Appendix 4

The Result of Validity and Reliability Test

No.	Recalculate	R-Table	Information
1	0,774	0,602	Valid
2	0,734	0,602	Valid
3	0,687	0,602	Valid
4	0,842	0,602	Valid
5	0,672	0,602	Valid
6	-0,428	0,602	Invalid
7	-0,314	0,602	Invalid
8	0,674	0,602	Valid
9	-0,633	0,602	Invalid
10	0,371	0,602	Invalid
11	0,445	0,602	Invalid
12	0,743	0,602	Valid
13	0,554	0,602	Invalid
14	-0,445	0,602	Invalid
15	0,814	0,602	Valid
16	0,468	0,602	Invalid
17	0,553	0,602	Invalid
18	0,672	0,602	Valid
19	0,324	0,602	Invalid
20	0,711	0,602	Valid

Reliability Statistics

Cronbach's Alpha	N of Items
.712	10

Appendix 5

The Result of Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.943	2	30	.401
	Based on Median	.833	2	30	.444
	Based on Median and with adjusted df	.833	2	26.521	.446
	Based on trimmed mean	.927	2	30	.407

ANOVA

Hasil Belajar Siswa

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4096.970	2	2048.485	21.948	.000
Within Groups	2800.000	30	93.333		
Total	6896.970	32			

The Result of Normality Test

		Kolmogorov-Smirnov[a]		
	Kelas	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test	.227	11	.120
	Post-Test Control Group	.380	11	.000
	Post-Test Experimental Group	.173	11	.200[*]

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix 6

The Result of T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	49.09	11	8.312	2.506
	Post-Test Control Group	63.64	11	9.244	2.787
Pair 2	Pre-Test	49.09	11	8.312	2.506
	Pre-Test Experimental Group	76.36	11	11.201	3.377

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test Control Group	11	-.213	.530
Pair 2	Pre-Test & Pre-Test Experimental Group	11	-.146	.667

Paired Samples Test

| | | Paired Differences | | | | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Test - Post-Test Control Group	-14.545	13.685	4.126	-23.739	-5.352	-3.525	10	.005
Pair 2	Pre-Test - Pre-Test Experimental Group	-27.273	14.894	4.491	-37.278	-17.267	-6.073	10	.000

Appendix 7

Documentation

CURICULUM VITAE

A. Personal Identity

Name	: **CUT INTAN KAUSAR**
Student's Number	: 1042017026
Place / Date of Birth	: Langsa / July 28th, 2000
Occupation	: Student
Marital Status	: Single
Nationality/Ethnic	: Indonesian / Acehnese and Minangkabau
Hobbies	: Gaming, Watching, Doing Makeup
Address	: Jl. Petua Bayeun, Lr. Bahagia, Matang Seulimeng, Langsa Barat, Kota Langsa.

B. Background of Education

Elementary School	: MI Al-Ashriyah (2005-2011)
Junior High School	: SMP Negeri 3 Langsa (2011-2014)
Senior High School	: SMA Negeri 3 Langsa (2014-2017)
University	: IAIN Langsa, Tarbiyah Faculty / English Education Department

C. Family

Father's Name	: Abdul Rahim, S.Pd, M.Pd
Mother's Name	: Elfida, S.Pd
Brother's Name	: Elcha Haikal, Zikra Arrafi, and Ade Rakan Mukti