

**IMPROVING STUDENTS' READING COMPREHENSION OF  
NARRATIVE TEXT THROUGH CHUNKING STRATEGY AT THE  
EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 5 KERINCI IN  
ACADEMIC 2021/2022**

**A THESIS**



**NIM. 1810203071**

**STATE ISLAMIC INSTITUTE OF KERINCI  
FACULTY OF EDUCATION AND TEACHER TRAINING  
ENGLISH EDUCATION PROGRAM  
ACADEMIC YEAR 2021 M / 1442 H**

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TEXT THROUGH CHUNKING STRATEGY AT THE EIGHTH GRADE OF  
STATE JUNIOR HIGH SCHOOL 5 KERINCI IN ACADEMIC 2021/2022**

**THESIS**

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree at  
English Education Program in Faculty of Education and Teacher Training States  
Islamic Institute of Kerinci



**STATE ISLAMIC INSTITUTE OF KERINCI**  
**FACULTY OF EDUCATION AND TEACHER TRAINING**  
**ENGLISH EDUCATION PROGRAM**  
**ACADEMIC YEAR 2021 M / 1442 H**

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At\_  
Sungai Penuh

|               |                |
|---------------|----------------|
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| NOMOR :       | 08             |
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| PARAF :       |                |

**OFFICIAL NOTE**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Assalamu'alaikum Warahmatullah Wabarakatuh*

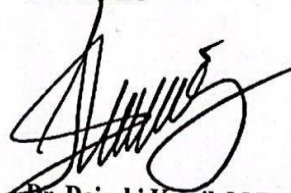
After guiding, Analyzing, Briefing, and Correcting, the writing of KETRIN UTARI 'S thesis (The Students' Number 1810203071) entitle "Improving Students' Reading Comprehension Of Narrative Text Through Chunking Strategy At The Eighth Grade Of State Junior High School 5 KERINCI In Academic 2021/2022", we are of the opinion that this thesis has met the qualification as one of partial fulfillment of requirements for an undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of KERINCI.

Thus, we process this thesis to the faculty for immediate administrative process for final examination.

*Wassalamu'alaikum Warahmatullahi Wabarakuatuh.*

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## CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled **“IMPROVING STUDENTS’ READING COMPREHENSION OF NARRATIVE TEXT THROUGH CHUNKING STRATEGY AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 5 KERINCI IN ACADEMIC 2021/2022”** is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgment is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledgment.

The researcher also declares that the intellectual content of this is the product of the researcher own work, except to the extent that assistance from others in the project’s design and conception or style, presentation, and linguistic expressions is acknowledgment.

Kerinci,

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**APPROVAL AND ACCEPTANCE**

This thesis with entitled of "Improving Students' Reading Comprehension of Narrative Text Through Chunking Strategy at the Eighth Grade of State Junior High School 5 KERINCI in Academic 2021/2022" by Ketrin Utari with students' number 1810203071 has been examined in the viva voice held by Faculty of Education and Teacher Training at State Islamic Institute of KERINCI on This Thesis is submitted as a Partial fulfillment of the Requirements for Undergraduate Degree at English Education Program in Faculty of Education and Teacher Training State Islamic Institute of KERINCI .

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## ABSTRACT

**Ketrin Utari 2022. Improving Students' Reading Comprehension of Narrative Text Through Chunking Strategy at the Eighth Grade of State Junior High School 5 KERINCI in Academic 2021/2022.**

This study aims to determine the extent to which the Chunking Strategy can improved students' reading comprehension in Narrative texts for class VIII State Junior High School 5 KERINCI in the Academic 2021/2022 and to find out the factors that supported the improvement of students' reading comprehension of Narrative texts through the Chunking Strategy in class VIII of State Junior High School 5 KERINCI in Academic 2021/2022. This research was a Classroom Action Research. The action research was conducted in three cycles from May to June. Each cycle consisted of four meetings. Each cycle consisted of four stages; Planning, Action, Observation and Reflection. The sample used in this study consisted of 22 students. Data collection techniques in this study used qualitative data obtained through observation and documentation. Observations made during the learning process were recorded in field notes and observation sheets, while quantitative data used 20 multiple-choice tests at the end of each cycle. This study used data analysis techniques in the form of data management, reading and memorization, description and interpretation. Based on the results of the study, students' scores were obtained in cycle 1 was 75.45, cycle 2 was 83.63 and cycle 3 was 85.22. This means that there was an increased in students' reading comprehension in Narrative text learning by used the Chunking Strategy for eighth grade students of State Junior High School 5 KERINCI in the 2021/2022 Academic year. and in this study the researcher found that there were four supported factors that can improved students' reading comprehension by used the Chunking strategy, namely classroom activities, class management, materials, and learning strategies. Besides that, the researcher suggests English teachers to used Chunking Strategy in English Learning.

**Key Words : Chunking Strategy, Reading Comprehension, Narrative Text.**

## ABSTRAK

**Ketrin Utari 2022. Improving Students' Reading Comprehension of Narrative Text Through Chunking Strategy at the Eighth Grade of State Junior High School 5 KERINCI in Academic 2021/2022.**

Penelitian ini bertujuan untuk mengetahui Sejauh mana strategi chunking dapat Meningkatkan Pemahaman Membaca Siswa dalam Teks Narasi Kelas VIII SMP Negeri 5 KERINCI Tahun Pelajaran 2021/2022 dan untuk mengetahui Faktor-Faktor yang Mendukung Peningkatan Pemahaman Membaca Teks Narasi Siswa Melalui Strategi Chunking Pada Kelas VIII SMP Negeri 5 KERINCI Tahun Pelajaran 2021/2022. Penelitian ini merupakan Penelitian Tindakan Kelas. Penelitian tindakan telah dilakukan dalam tiga siklus selama Bulan Mei sampai Bulan Juni. Setiap siklus terdiri dari empat pertemuan. Setiap siklus terdiri dari empat tahap; Perencanaan, Tindakan, Observasi dan Refleksi. Sampel yang digunakan dalam penelitian ini adalah terdiri dari 22 Siswa. Teknik pengumpulan data dalam penelitian ini menggunakan Data kualitatif yang diperoleh melalui observasi dan dokumentasi Pengamatan yang dilakukan selama proses pembelajaran dituangkan ke dalam catatan lapangan dan lembar observasi sedangkan Data kuantitatif menggunakan tes pilihan ganda sebanyak 20 soal pada setiap akhir siklus. Penelitian ini menggunakan teknik analisis data berupa Manajemen data, membaca dan menghafal, deskripsi dan menafsirkan. Berdasarkan hasil penelitian, diperoleh nilai siswa pada siklus satu 75,45, siklus dua 83,63 dan siklus tiga 85,22. Ini artinya adanya peningkatan pemahaman membaca siswa dalam pembelajaran teks narasi dengan menggunakan Strategi Chunking pada siswa kelas delapan SMP N 5 KERINCI Tahun Pelajaran 2021/2022. Dan dalam penelitian ini peneliti menemukan bahwa ada empat faktor pendukung yang dapat meningkatkan pemahaman membaca siswa dengan menggunakan strategi Chunking yaitu kegiatan kelas, manajemen kelas, materi, dan strategi pembelajaran. Disamping itu, peneliti menyarankan kepada Guru Bahasa Inggris untuk menggunakan Strategi Chunking di dalam Pembelajaran Bahasa Inggris.

Kata Kunci: Strategi Chunking, Pemahaman Membaca, Teks Narasi.

## DEDICATION AND MOTTO

### DEDICATION

“This thesis is dedicated to my beloved parents, Mat Anar and Yusmawati. Thank you for your never ending prayers, giving me encouragement and giving more attention to whatever I do. I can't say anything other than thank you very much to my beloved parents and friends who have given encouragement and support in helping the preparation of my thesis. And For my Pride Alma mater coat.”

### MOTTO



لَا تَسْأَلُ عِلْمًا سَأَلَ  
لِيَتَّبِعَ أَلْ  
وَاللَّهِ  
لِيَسْأَلَ عِلْمًا  
سَأَلَ

#### **Meaning:**

Don't ask for knowledge to be discussed. But look for knowledge to practice.

#### **Artinya:**

Jangan lah menuntut ilmu untuk diperbincangkan. Tapi carilah ilmu untuk diamalkan.



سَمِ لِلَّهِ الْعَلَوِّ وَالسَّوْحِ مِنَ الْوَجْهِ  
أَلْحَمْدُ لِلَّهِ الَّذِي هَدَانَا لِهَذَا وَمَا كُنَّا لِنَدْرِكَهُ لَوْلَا إِيمَانُ سَمِ  
رُشَّوَالْمُؤْمِنِينَ  
وَعَلَىٰ أَهْلِ الْبَيْتِ وَالْحَمْدُ لِلَّهِ  
وَالصَّلَاةُ وَالسَّلَامُ عَلَىٰ سَمِ

The researcher would like to express the greatest thank to Allah, who has given blessings, strength and healthy so the researcher could finish could finish this thesis. The blessings and greetings are always send to our beloved Prophet Muhammad SAW, the greatest hero in the world, and the best example for humans to get the happiness ever and ever. Then, this thesis is one of the requirements to get an undergraduate degree at the English education program of faculty education and teacher training at the State Islamic Institute of Kerinci. As long as accomplish this thesis entitled “IMPROVING STUDENTS’ READING COMPREHENSION OF NARRATIVE TEXT THROUGH CHUNKING STRATEGY AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 5 KERINCI IN ACADEMIC 2021/2022” the researcher got difficulties, but there are guidance and support from other parties the researcher would like to express thank to:

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Finally, the researcher would like to express the great thank to her beloved beloved parents and the friends who have given support, suggestion, prayers, and everything that could not mentions one by one. The researcher is aware this thesis still has much weakness because of the limitation of knowledge and others. The researcher expected and appreciates when there are some critics and suggestion to complete it.

Kerinci, 2022

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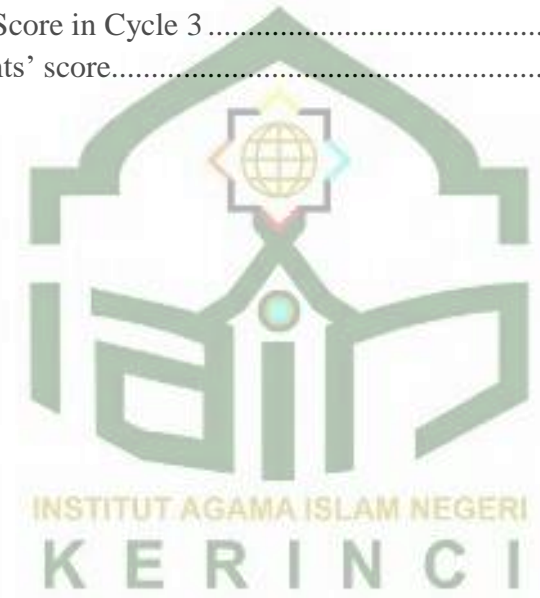
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Reading is an activity in the form of reciting or spelling a piece of writing, it was also one of the activities that must be master by students in learning English. By reading students can understand the content of what they read and gain broad knowledge. The development of students' reading skills can be seen from one of the learning processes in reading comprehension that is apply by researcher, namely by use the Chunking strategy.

Reading is not an easy thing for students. Because there are some students who find it difficult to understand a text. Specifically, based on observations at State Junior High School 5 KERINCI, the researcher interview an English teacher and several students. The English teacher explain that the students face problems in reading comprehension skills. Especially in narrative texts, because students have difficulty understanding the contents of narrative texts such as linguistic features and generic structures consist of other opinions to support the considerations in the text, therefore, students' difficulties in answer questions make students' reading comprehension scores low. Problems experience by students include students not being able to translate texts because students lack vocabulary. Then students have difficulty in understanding narrative texts which according to students are quite long.



Therefore, it is important that English is a difficult subject for students of Junior High School 5 KERINCI. Because they have to considered aspects of English and use reading strategies effectively. This is evidenced by the low scores of students in their exams, where the average student has not reached the minimum score criteria (KKM) where the English KKM score at State Junior High School 5 KERINCI is 75. According to the English teacher, in overcoming the KKM scores of students to achieve KKM by way of based on test scores and students' daily scores, so that only a few students had to make improvements to grades called remedial, then another problem that the researcher found based on the students' opinion that the English teacher only explain the material without involving students in the learning process and then gave practice to get graded.

So for students, they feel bored and do not understand what they are learning. From this problems, students think that learning English is difficult, especially in reading skills. Therefore, teachers must find good strategies to make students feel interested and enjoy learning to read in English that can arouse students' interest, make it easier for students to understand texts and be able to improve students' reading skills, especially in reading comprehension in narrative texts in learning english. Therefore, the researcher use chunking strategy as a teaching technique for this research, because chunking strategy can involve students in reading and analyze the text so that students can understand the whole text and make students active in learning which makes it easier for students to understand what they read.

Chunking is the natural process of display information by divided it into shorter information items (Valentine ; 2020-277). Therefore, the chunking strategy aims to make it easier for students to remember what they have read by separating the text from a paragraph and then combining it back into a meaning. Chunking allows one to take small pieces of information and combine them into a single entity that is more meaningful, and therefore easier to remember. By use the chunking strategy, it makes students more active in reading, makes students feel confident with the words they separated in the text they read, makes students think critically in combined the words they separated with their own words. This strategy is good to use to help students activated their prior knowledge about the material. Thus increasing students' motivation in reading.

In this study, the researcher use a narrative text based on the syllabus at State Junior High School 5 KERINCI. In addition, researcher chose narrative texts because many students have difficulty understanding reading in a text, this narrative text tells a text in the form of the past which has various genres, including fairy tales, folklore, fables and others that help students understand reading easily. Thus, this research is expect to fill the gap in teaching reading skills.

Based on the background of problems above the researcher conducted interest to conducted Collaborative Class Action Research on title "IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH CHUNKING STRATEGY AT THE

EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 5 KERINCI IN ACADEMIC YEAR 2021/2022”.

## **B. Identification of the Problems**

Based on the background above, the researcher found several problems face by students and teacher of class VIII at State Junior High School 5 KERINCI:

1. Students' reading comprehension in narrative texts are still low.
2. Students have difficulty to answer reading item questions, it makes their score low.
3. Students can not translate texts because students have a lack of vocabulary.
4. Students have difficulty understanding the contents of narrative text.

## **C. Limitation of the Research**

Based on the identification of problems in students' reading comprehension above, the research focus on Improving Students' Reading Comprehension Of Narrative Text Through Chunking Strategy at the Eighth Grade Of State Junior High School 5 KERINCI In Academic Year 2021/2022”.

## **D. Research Question**

Based on the background above, the researcher question formulated the research questions as follows:

1. To what extent can the strategy chunking Improve Students' Reading Comprehension of Narrative Text Through Chunking Strategy at the Eighth Grade of State Junior High School 5 KERINCI in Academic Year 2021/2022.
2. What Factors Support The Improve Students' Reading Comprehension Of Narrative Text Through Chunking Strategy at the Eighth Grade Of State Junior High School 5 KERINCI in Academic Year 2021/2022.

#### **E. Purpose of the Research**

Based on the research questions above, the purpose of this research are to determine:

1. To know to what extent the chunking Strategy can Improve Students' Reading Comprehension of Narrative Text Through Chunking Strategy at the Eighth Grade of State Junior High School 5 KERINCI in Academic Year 2021/2022.
2. To know the Factors Support The Improve Students' Reading Comprehension Of Narrative Text Through Chunking Strategy At The Eighth Grade Of State Junior High School 5 KERINCI in Academic Year 2021/2022.

#### **F. Significance of the Research**

This research is expect to give contribution and information about improving students' reading comprehension at the eighth grade of State Junior High School 5 KERINCI.

I hope that, the results of this research are useful for students', for teachers, and for researchers. the result will be used for the following:

1. For students'

This research can help students understand the text well and this chunking strategy is also to make it easier for students to remember the text they understand.

2. For teachers

The results of this study can improve learning management because the ultimate goal of this study is to determine the extent of student development in using chunking strategies to improve students' reading comprehension.

3. For researcher

The results of this study can be used as a reference in conducting research on the same problem for further researchers who use other research.

## **G. Definition of Key Terms**

This Research need to provide a definition of the keywords use in this study:

1. Reading is a process carried out by the reader to get a message, to be conveyed from the author through the medium of words or writing (Pardon ; 2004).

2. Reading comprehension is the process of associated information from a reading with the reader's background knowledge to build meaning (Howel ; 2009).
3. Chunking strategy is a strategy that refers to a strategy of breaking down information into bite-sized pieces so that the brain can more easily digest new information (Malamed ; 2012).
4. State Junior High School 5 Kerinci is an educational unit with a junior high school level in Senimpik, Kec. Siulak Mukai, Kab. Kerinci, Jambi. Which is inaugurated in 1977 with the accreditation A.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Theories

##### 1. The Nature of Reading

###### a. Definition of Reading

Reading is a complex activity with directing a large number of separated actions, including: persons must use understanding, delusion, and observing and remembering (Soedarsono; 2020-2). In the Great Dictionary of Indonesian that Reading is seeing and understanding its contents, can be by twisting or in the heart only. This is in line with what conveyed by Haryadi (2015), the interaction between readers and writers. Indirect interaction, but Communicative.

Communication between Reader and writer better , Readers have more good abilities. Readers can only communicate With the written work use by author as a medium to conveyed Ideas, feelings, and experiences (Widianto ; 2015-2). With The reader must be able to composed The understandings containing in Sentences presented by the author In accordance with the concept that exist in the self reader. to produced an understanding of similar perceptions stating that Reading is an activity or way of seeking the formation of reason.

Tampubolon in Adica (2021) Mentions that, by reading someone has indirectly gather word for word in associated the intent and direction of his reading which in the end the reader can concluded something with his reason. Reading is an active process that aims and required a strategy. Reading is the easiest and the cheapest way of getting information. Through reading, the readers can enrich their knowledge, broaden out look and make them understand more about nature (Johnson ; 1987-87).

Reading is a process of interaction between writer and readers through the text, to gotten the message that the writer wants to conveyed to the reader, that what the writer wants could be well understand. Meanwhile, As conveyed by Wulan (2010), Reading wrong is an important factor in the life of modern society. Ability to read From some of the above understandings, it can be conclude that reading is a complex skill. Reading doesn't just look at written symbols. Various abilities are deployed by the reader to be able to understand the material he reads. In other words; The reader should be able to understand, reject, compare the opinions expressed by the author and terminate the author.

#### b. Purposed of Reading

When readers start reading, they must decide the purposed of reading it in their own way, the goal is to improve their ability to read. The purposed of reading in general is to obtain information, include content, and understand the meaning contained in the reading material.



In this book Indonesian (Introduction to Personality and Intellectual Development), that the purposed of reading is:

1. Connect new knowledge with one's schemata.
2. Give an opportunity for someone to experiment to research something presented in a reading text.
3. Answer questions posed in the reading text.
4. Enjoy the beauty contained in the reading.
5. Reading sounds to give a chance to someone enjoy the reading text.
6. Use certain strategies to understand the reading text.
7. Dig up a person's store of knowledge or schemata about a topic.
8. Looking for information for the preparation of a reading or report (Nugraha ; 2020).

In addition, According to the 1994 curriculum, the purposed of reading are:

- 1) Able to understand ideas that are heard directly or indirectly.
- 2) Able to read the reading text and conclude its contents in your own words.
- 3) Able to read the reading text quickly and able to record the main ideas (Depdiknas ;1994-18).

Based on the purposed of reading above, the most dominant goal is to read for comprehension many students can read fluently, but when

students are asked about what they have just read, usually they cannot answer or respond well to what was asked.

### c. Types of Reading

There are several types of reading that a person can do. In terms of the sound or not of the reader's voice, the reading process is divided into loud reading and reading in the heart. The explanation about them is as follows:

#### 1) Loud Reading

Loud reading is an activity that is a tool for teachers, students, or readers together with others or listeners to capture and understand the information, thoughts, and feelings of the author (Tarigan ; 2008-23).

#### 2) Reading in The Heart

Reading silently is the way or a silent reading technique reading this puts more emphasis on understanding of reading content (Tarigan ; 1987).

#### a) Extensive Reading

Extensive reading is reading as much reading as possible in the shortest possible time (Tarigan ; 2008-32). The purpose of extensive reading is to understand important content quickly efficiently. Extensive reading includes, (1) reading survey reading, (2) skimming, and (3) shallow reading.

b) Intensive Reading

Intensive reading is reading to a higher level understanding and retention for a long period of time. Tarigan mentions that Intensive reading requires short reading but it also demands a deep and detailed understanding of a reading material. Tarigan divides the intensive activities into two parts. First, read the content review, namely understanding activities carried out after finding the reading material that interesting when reading school so that it encourages us to know the contents in-depth reading. Reading content studies requires accuracy, understanding, criticality, thinking, as well as skills to capture the ideas imply in the reading. Second, reading language studies, which is a reading activity that demands this is a deep understanding of the language that builds reading (Tarigan ; 1986-35).

d. The advantages of Reading

1. Increase intellectual level.
2. Acquire various life knowledge.
3. Have a broad perspective and mindset.
4. Enrich vocabulary.
5. Knowing various events that occur in various parts of the world.
6. Increase faith.
7. Get entertain (Rachmawati ; 2008-4).

e. The disadvantages of Reading

People who do not like to read lose this benefits and experience some of the following disadvantages :

1. Loss of knowledge.
2. Poor vocabulary.
3. Weak analytical skills.
4. Untrained concentration skills.
5. Ability to write undeveloped.
6. Peace of mind.
7. High risk of brain disease (Ananda ; 2015).

**2. The Nature of Reading Comprehension**

a. Definition of Reading Comprehension

Understanding is closely related to reading because understanding is the result of reading. If this is no understanding in reading, this is no communication, especially written communication.

Reading comprehension requires motivation, mental framework for holding ideas, concentration and good study technique (Martin ; 1991-1). It means that in order to success in reading comprehension, the reader needs to motivate him/herself to be more concentrate in reading, tried to form mental frame works for holding ideas, and the reader must have a good technique in reading. reading

comprehension as the process of simultaneously extracting and construct meaning through interaction and involvement with written language (Snow ; 2022-11). The process of comprehending involves decoding the writer's words and then use background knowledge to construct an approximate understanding of the writer's message. According to Howel in (Suhaimi, 2021, P. 4623) says that Reading comprehension is the process of associated information from a passage with reader's background knowledge in order to construct meaning. Thus, reading comprehension is the process of construct meaning from text in which the reader needs abundant of prior knowledge to read many texts with different topics or specific topics. Reading comprehension is a complex activity to understand he real meaning of the words in the text (Homby ; 2000). Reading comprehension It's the ability to read, in processing and understanding a reading meaning (Mahapatra ; 2016).

In addition, Reading comprehension is a complex interaction between automatic and strategic cognitive processes that allows the reader to create a mental representation of the text (Turkeltaub ; 2003). Reading comprehension need exact strategy to could understand the content in the text, because in reading comprehension the readers also study the way author present his mind. If the readers can understand the content of text then more information they have from the text they read. The purpose for reading and type of text determine the specific knowledge, skills, and strategies that reader

needs to apply to achieve comprehension. Reading comprehension is more accurate in reading. Reading comprehension is generate when the teacher knows which skills and strategies are appropriate for the type of text being study and also how to apply them to achieve reading goals.

Based on several explanation above, it could be concluded the reading comprehension is the process of associate information from a passage with reader's background knowledge in order to construct meaning at thinking to got necessary information by involving reader's knowledge, experience, and prediction. Reading comprehension must knowing the meanings of enough words, readers who has strong comprehension are able to draw conclusion about what they read, what is important, what is a fact, what caused and event to happen.

b. Indicators of Reading Comprehension

Mehta (2005 ; 85) mentions there are some indicators to achieve a comprehensive reading:

1) Identifying topic

The topic is the one thing a text about. In identify the topic helps the reader to focus on the general subject of reading. Then, the reader can identify the topic of that the first step toward understanding the texts.

2) Identifying main idea

An efficient reader understands not only the ideas but also the relative significance as expressed by the authors. In other words, some of ideas are super-ordinate while others subordinated.

3) Identifying detail

Details are use to support clarify, and explain the main idea. Details may be words, phrases, or statement that explain or describe. Identify the main idea the student may want to look to a paragraph for more details. The students should read the detailed to understand some paragraph, whereas in other paragraph the main idea may be sufficient.

4) Identifying reference (Personal pronoun)

Recognize reference words and to identify the words or phrase to which they refer to help to reader understand the reading passage. English students might learn many roles for the use of reference words and yet be confuse about what a particular word refers to in sentence.

5) Figuring out the meaning of vocabulary in context

Vocabulary is an important part of reading. Before reading the texts, the students must be to master the vocabulary to easy comprehend the reading text.

6) Identifying inference

Making inference is an aspect shown with questions related to things outside the text but still in one context. Furthermore, the

answer is not in the text, you are required to make a guess based on your own thoughts.

### 3. Narrative text

#### a. Definition of Narrative text

Narrative is a form of discourse that tries to tell an event or events so that it is as if the reader saw or experienced the event himself. Keraf in his book entitled *Argumentation and Narrative* (2010) states that narrative text is an essay that presents a series of events. While, According to Dhillon et al (2020) states that, Narrative is a description of events especially in novels, fairy tales or legends, etc, or processes. Skill to feel a story. Thus the narrative tells about events that occur in the past. In general, tense that is often used in narrative is a form of past tense. We can see it from the definition of a past tense is a tense used to describe an action or event that occurs in the past. Narrative text is an imaginative story to entertain people. In narrative text, this is a generic structure that is orientation, complications, resolution, and re-orientation (Hidayah et al ; 2019).

Narrative text are arranged chronologically according to the order of time. It can really happen, or just a fantasy. Generally narrative essays or texts are created with the aim of entertaining the reader with aesthetic experience through stories and stories, either fiction or nonfiction.



The researcher concluded that narrative texts is a story in the form of the past, non-fiction that can take the form of fairy tales, myths, folklore, animal stories and others.

b. The purposed of Narrative Text

The purposed of the narrative text is to entertain the reader with a story that is make so interesting.

c. Generic Structure

- 1) Orientation: sets the scene and introduces the participants.
- 2) Complications: a crisis, conflict, or problem arises.
- 3) Resolution: The crisis or problem is resolved, for better or worse.
- 4) Re-Orientation: Optional (not necessarily).

d. Language Feature

In narrative text, there are several elements of language or language feature consist of the following 4 elements.

- 1) Used past tense, for example by use verb 3 such as killed, drunk, won, sent and others. Used time captions or adverb of time, for example when, suddenly, before, until, soon. Use time conjunction or time conjunction, for example after, as soon as, then. Use specific characters or specific characters, for example Aladdin, Rapunzel, Cinderella.
- 2) Action verbs, for example walked, wrote, bought, talked use. direct speech or direct sentences that use the present tense.

for example Aladdin say, "she is the one" use saying and thinking verbs or verbs that show speech, for example told, said, thought.

**The example of narrative text :**

**“ The Ugly Duck”**

A little duck was terribly unhappy because he thought he was the ugliest among all his brothers and sisters. They'd not play with him and duck late 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 astonished. 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.

#### **4. Chunking Strategy**

##### **a. The definition of Chunking Strategy**

In reading process, it is not unusual if a reader monitors the meaning of the reading material, but there is sometimes a thing that makes no sense. In this problem, the reader usually tries to find a problem solving technique. One of the appropriate techniques to resolve this problem is by use Chunking Strategy. Chunking Strategy use a text to share parts of text into small pieces. Chunking combines separate items of information into large units, or pieces, and then recalls pieces of information from individual items.

According to Miller (1956) mentions, that chunking is a powerful memory tool that greatly increases the amount of reliable information in short-term memory. Chunking strategy is the strategy of breaking information into small pieces, small pieces in question are students solving an example of narrative text that they have read into smaller pieces. Students make it easier to understand, remember what they have read. then the text that has been broken, collected until it becomes a meaning (Irwansyah ; 2014).

## b. Step in Using Chunking Strategy

According to Malamed (2012), the procedure of chunking strategy to apply in teaching reading comprehension consist of five steps. Those steps this as follows:

### 1) Step one: Preparation

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

### 2) Step two: Review reading strategies

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

- a) Circle words that are unfamiliar.
  - b) Use context clues to help defined.
  - c) Look up the meaning of unknown words.
  - d) Write synonym for this new words in the text.
  - e) Underline important places and people and identify.
  - f) Read aloud.
  - g) Read multiple times.
- ### 3) Step three: Chunk the text

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

Example:

When a student reads a large piece of text, he should separated chunks where it makes sense to break up the story before rewriting it under subheadings or numbers. For instance, when reading the story of Cinderella, students break up the text into sub headings such as "Cleaning House," "The Evil Stepsisters," "The Evil Stepmother," "Someday My Prince Will Come," "The Lost Shoe" and "Happily Ever After." This activity gives students tools to break up longer passages and read smaller, more manageable pieces for better understanding (Lauren ; 2012).

#### 4) Step four: Paraphrase meaning

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

#### 5) Step five: Assessment and sharing

The paraphrase text can be use to evaluate students' understanding and reading ability. You can also have students compare their versions of the text. This step often leads to interesting discussion about interpretation – how people can often find different meaning in the same words.

#### c. The Advantages of Chunking Strategy

Use chunking as a strategy for teaching can give as many advantages, the advantages are describe under:

- 1) Chunking encourages thinking about groups of words rather than individual words.
- 2) Making a better understanding of the meaning from the text.
- 3) Enhancing overall comprehension.
- 4) Chunking of text encourages the students to connect the underlying thought with the text as they are reading.
- 5) Chunking increase reading fluency and speed.
- 6) Chunking helps students organize information, making it easier for them to pull information together for better understanding of the main idea of the text (Karanganyar ; 2013).

#### d. The Disadvantages of Chunking Strategy

- 1) Monotone or repetitive
- 2) Layouts are rarely easy to remember

- 3) Words are not always efficient
- 4) Delivery of information and is not equivalent to memorable content.

## **B. Review of Related Studies**

There are many relevant studies that have been concluded. One of them is a research conducted by Maya Rizki Amalyasari (2012) who has conducted a study entitled "Using Chunk Techniques to Improve the Ability of Class XI Students in Producing Hortatory Exposition Texts". This research use Classroom Action Research (CAR). The subjects of this study are students of class IX D1 SMAN 2 Malang academic year 2011-2012, the data analysis techniques in this study are questionnaires and interview guidelines for classroom teachers, observation checklists, activity notes and writing tests at the ICoT stage. The results of this study show that about 96.96% of students are able to achieve a minimum score of 70 based on the KKM at the final stage of writing. This means that the success criteria have been achieve so that researcher do not need to continue research to the next stage.

Second, The research conducted by Riva Atul Nur Aida (2019) entitled "Effectiveness of Using Chunking Text Strategies on Students' Reading Comprehension in Recount Texts for Class II Students at Mts Mujahidin Ngadiluwih Kediri for the 2018/2019 Academic Year", In this study use experiments, subjects in This research is second grade B which consist of 30 students. In collecting data, the researcher use a multiple choice test instrument consist of 20 questions. For the measurement of data analysis in this study is to use a pre-test and post-test. The results of this study indicate

that the average score of students after being taught use the chunking text strategy increase to 80.50.

Third, Research that has been carried out by Rini Anggraeni (2015), this study is entitled *The Effectiveness of Used Chunking Strategies to Improve Students' Reading Comprehension in Second Grade SMP Negeri 2 Barombong*. This study use a quasi-experimental study, the subjects of this study are second grade students consist of 2 groups. The results of this study show that the understanding of the experimental group increase and differ significantly from the control group.

Fourth, The research conducted by Hardiana (2019), entitled “*Application of Chunking Strategy to Improve Reading Comprehension of Class VIII Students of SMP Negeri 6 Duampanua Kab. Pinrang*” This study use a pre-experimental design with a pre-test and post-test design. The subjects of this study are class VIII 1 which consisted of 23 students. The results of this study indicate an increase in students' reading comprehension. This is indicate by the average post-test score of students (76.13) which is greater than the pre-test (41.26).

Fifth, The research conducted by Jusmin HJ Wahid, Iswan A. Thais in 2020 entitled “*Chunking Strategy; In Improving Reading Skills of Fourth Semester Students of English Department, University of Muhammadiyah*”, this study use real experiments, the subject of this research is sixth semester students majoring in English, data collection techniques use pre-test and post-test, the results of this study indicate that post-test -test ; the average score



was 70.50, and the pre-test score was 61.85, then the standard deviation of the post-test was 10.32 and the standard deviation of the pre-test was 8.27.

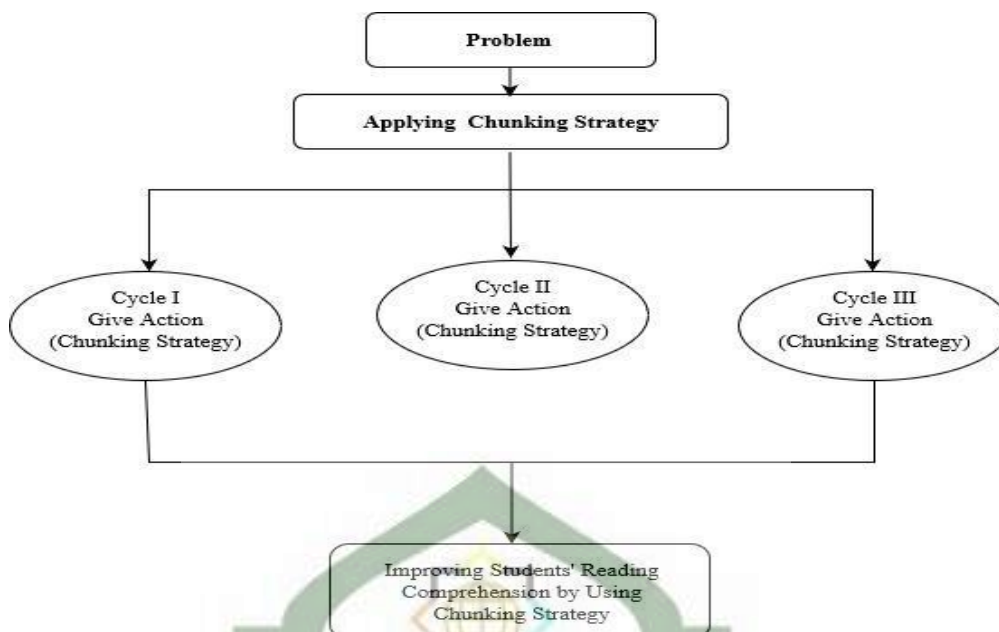
In this study, the researcher conducted a study with the title "*Improving Students' Reading Comprehension Of Narrative Text Through Chunking Strategy At The Eighth Grade Of State Junior High School 5 KERINCI In Academic 2021/2022*". The difference between this study and other research is that in this study the researcher use narrative text, and other research use Hortatory Exposition text and recount text, while The equation in this research is to use chunking strategy to improve students' reading comprehension.

### **C. Conceptual Framework**

In teaching process, One of strategy that helps student to comprehend the concepts of Reading Comprehension is by use Chunking Strategy. The describing of conceptual framework could be seen below:

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**Figure 1:**



In the description of the conceptual framework above, the problems experience by students include: Students' reading comprehension in narrative texts is still low, especially in narrative texts, Students have difficulty answer questions on reading items, it makes their scores low, Students cannot translate texts because students lack vocabulary, then students have difficulty in understanding the contents of narrative texts.

From this problems the researcher use the Chunking strategy to improve reading comprehension by solve problems that arise, this study use classroom action research methods to improve learning practices with the ultimate goal of improve student learning outcomes which consist of several cycles, this research use a minimum of 3 cycles which has 4 stages in each cycle. By use cycles at each meeting, the researcher know the extent to which the Chunking strategy is use to improve students' reading comprehension by use the Chunking strategy.

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

#### **A. Types of the Research**

The research used by the researcher was classroom action research, classroom action research was classroom action research that was carried out with the aim of improving the quality of learning practices in the classroom (Arikunto ; 2006-58). In an effort to find evidence and solutions to the problems raised in this study, the researcher determined and designed a research method used Classroom Action Research (CAR), because classroom action research was one of the techniques so that teacher-managed learning was always improved through continuous improvement. Therefore, the reason the researcher used this classroom action research was to improved learning practices with the ultimate goal of improved students' learning. In addition, this was in line with the aim of researcher in conducted research to improved the quality of learning.

Kurt Lewin was a class action study first introduced by German psychologist Kurt Lewin, Class action research was a series of steps consisted of four stages, namely planning, action, obedience, and reflection (Lewin ; 2013-42). The explanation of the four components in question was as follows:

1. Planning

Preparing for application learning problem-based learning model

2. Action

After knowing the needs of students by doing Learning planning was necessary. There were actions to provide solutions. to the needs of students

### 3. Observation

After the presence actions to solve the need Students need to be observed. Back to how far students can go. Increase their critical thinking power especially in water recycling materials and natural events.

### 4. Reflection

After doing a series planning, action, and observation then the reflection for the critical thinking power of school students basis. Look back at the extent of the increase (Munawaroh ; 2019).

In addition, the design of class action research in this study was used Collaborative Classroom Action Research (CCAR), meaning researcher work with English teacher in state Junior High School 5 KERINCI. From the reflection of the teacher and the expansion of knowledge to all participants from all academic community involved in classroom action research (Fernanda Et al; 2017). To support the objectivity of research, researcher need a partner as a guided in conducted research (Kunandar; 2008). The researcher role was as an English teacher who teaches reading comprehension used chunking strategies. While the actual role of English teacher was as observed, who observed teaching and learning activities during the process of learning to read comprehension State Junior High

School 5 KERINCI English teacher not only as an observer but also as a collaborator who helps researcher design learning plans, provide assessments and analyzed data. The learning process carried out by the Eighth grade at Local A in state Junior High school 5 KERINCI. The research has been carried out in three cycles, in each cycle there were three meetings whose stages contained; planning, action, observation, and reflection.

### **B. Setting of the Research**

This research conducted in Grade Eighth of State Junior High School 5 KERINCI, located in Senimpik Village, Mudik Jalan, Siulak Mukai District, and KERINCI Regency. In addition, in this collaborative classroom action research the participants were local students A of State Junior High School 5 KERINCI consisted of 22 students, 6 males, and 16 females.

### **C. Research Procedures**

This research procedure used three cycles, one cycle in one meeting has four steps, namely planning, action, observation, and reflection. This research was conducted in three cycles, each cycle consisted of four meetings. One meeting lasts about  $\pm$  45 minutes. Furthermore, the types of paragraphs or examples of paragraphs in each cycle were different. The researcher adapted the research to the student's learning plan. This decision was taken because the researcher could not change the syllabus that had been prepared by the English teacher at State Junior High School 5 KERINCI. Because of that,referring to

the researcher permission to conducted research The steps were described as follows:

## 1. Cycle I

### a. Planning

In this step, the researcher has done some planning by considering several aspects such as:

- 1) Identified and analyzed the curriculum used in the eighth grade of State Junior High School 5 KERINCI.
- 2) Arrange material or lesson plans based on the curriculum.
- 3) Prepared observation sheets and field notes for collaborator

In make observation.

### b. Action

In this step, the researcher implements the planned plan. Some of the basic steps used were as follows:

- 1) Pre-activity
  - a) Greetings.
  - b) Prayer and (introduction).
  - c) Check the presence of students.
- 2) Main activities

- a) Tell the purposed of coming to class.
  - b) Explain the topic and provide examples
  - c) Implement a chunking strategy.
- 3) Post-activity

Ask about students having difficulty or not.

c. Observation

The implementation of the observation was carried out simultaneously with the implementation of the action. The implementation of observations was carried out by the teacher as a researcher and observer as a collaborator by used a tool in the form of an observation sheet which was poured into field notes about student activities.

The evaluation of the success of the action was carried out through a Multiple Choice test, which was also to measure the level of students' understanding. In understanding the contents of the reading and each student's problem solving ability. The data collected were quantitative data and qualitative data. Quantitative data were obtained from multiple choice tests given to students. Qualitative data were collected through observation sheet and field notes.

#### d. Reflection

Researcher and collaborator reflected on the results of the activities and analyzed them to draw conclusions about the implementation of the chunking strategy in the first cycle.

### 2. Cycle II

#### a. Planning

- 1) Identified and analyzed student errors from previous activities (cycle I)
- 2) Prepared materials or learning plans.
- 3) Prepared observation sheets and field notes for collaborator in making observations.

#### b. Action

- 1) Pre-activity
  - a) Greetings.
  - b) Prayer.
  - c) Check the presence of students.
  - d) The researcher gave some questions to the students about the last topic.
- 2) Main activities
  - a) Share sample text.
  - b) Ask questions related to sample text.



c) Implement a chunking strategy.

3) Post-activity

Provide training according to the direction of the researcher

c. Observation

Researcher and collaborator observed the condition of the class.

d. Reflection

Researcher and collaborator reflected on the results of activities and analyzed them to come to conclusions about the application of chunking strategies in cycle II.

3. Cycle III

a. Planning

1) Identified and analyzed student errors from previous activities (Cycle II).

2) Draw up materials or lesson plans.

3) Prepared observation sheets and field notes for collaborator in making observations.

b. Action

1) Pre-activity

a) Greetings.

b) Prayer.

c) Check the presence of students.

## 2) Main activity

- a) Inquire about tests on cycle II or previous material.
- b) Give back the results of student writing, or check the student's homework.
- c) Give sample text to students.
- d) Implement chunking strategies
- e) Discussion.

## 3) Post-activity

Provide training according to the direction of the researcher

### c. Observation

Researcher and collaborator observed class conditions.

### d. Reflection

Researcher and collaborator reflected on the results of activities and analyzed them to come to conclusions about the application of chunking strategies in cycle III.

## D. Technique of Data Collection

### 1. Qualitative Data

Qualitative data obtained through observation and documentation. Observations made during the data learning process poured into field notes and observation sheet.

Then in documentation, researcher used photographed as documentation. The documentation was the data about the process of teaching and learning in improving students' reading comprehension by using Chunking strategy.

## 2. Quantitative Data

In collecting quantitative data, the researcher used a test at the end of each cycle. In addition, each meeting given a task to find out whether there was an improvement from each meeting. After the researcher explains the lesson, the researcher would distribute the test to the students. The form of the test was a Multiple Choice test. This test given after students taught the chunking strategy at the end of each cycle. Then the researcher evaluates the students' scores. Scores measured by rating.

## E. Instruments of the Research

The research data taken from several identified instruments such as tests, observation sheets, field notes, and documentation. This were to measure, observe, or document the data of a study (Reswell ; 2012-622).

### 1. Qualitative Data

#### a. Observation Sheet

In this class observation, the object of observation was the activity of researcher and students activities in the teaching and learning process. Observations were made three times. Namely cycles I, II, and III. Researcher used observation sheets to be more

systematic. Observations were part of a data collection technique that aims to observe directly the phenomena that occur during the learning process in the classroom, and the results of these observations were written on the observation sheet that has been prepared by the researcher. The form of the student observation sheet is as follows:

**Table 1. Example of observation sheet**

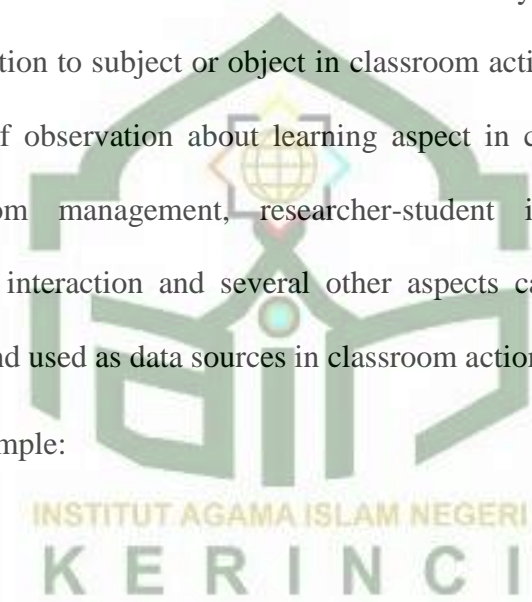
| No. | Activities    | Researcher  | Students  |
|-----|---------------|---|---|
| 1.  | Opening       | <p>Greeting.</p> <p>Checks the students' attendance list.</p> <p>Ask students to mention vocabulary.</p> <p>Give motivation.</p>          | <p>The students' answer greeting from the teacher.</p> <p>No students does not absent.</p> <p>Not response.</p> <p>Students listen.</p> |
| 2.  | Main activity | <p>Explain about narrative text.</p> <p>Ask the students' about narrative text.</p> <p>Ask to students' about difficulties they have.</p> | <p>Listen the teacher explain.</p> <p>Try to answer.</p> <p>Some students' still do not understand</p>                                  |

|  |         |                                      |                 |
|--|---------|--------------------------------------|-----------------|
|  |         | Start to uses<br>Chunking Strategy.  | about material. |
|  | Closing | Give concluding<br>close the lesson. |                 |


b. Field Notes

Field notes was note which was made by researcher in doing observation to subject or object in classroom action research. Various result of observation about learning aspect in class, class situation, classroom management, researcher-student interaction, student-student interaction and several other aspects can recorded as field notes and used as data sources in classroom action research.

For example:



**Table 2. The form of Field Notes**

|  |
|--|
| Field Note   |
| Cycle :.....   |
| Meeting :.....   |
| Date :.....  |
|  <p>The logo of Institut Agama Islam Negeri Kerinci (IAI Kerinci) is centered on the page. It features a green archway with a globe in the center, flanked by two stylized figures. Below the archway, the text "INSTITUT AGAMA ISLAM NEGERI" is written in yellow, and "KERINCI" is written in green below it.</p> |
| Collaborator   |
| _____  |

### c. Documentation

In the documentation, the research used photographed as documentation. The documentation was data about the process of teaching and learning in improving students' reading comprehension by used chunking strategy.

## 2. Quantitative Data

In the collaborative action research instrument was very important in teaching and learning process to know the students' ability in reading specifically on students' reading comprehension and motivation.

### a. Test

The researcher gave test for students at the end of every cycle. The students' test about answer questions of items based on the narrative Text. The students read narrative text which given by the researcher and answer the questions which were made by the researcher based on indicators of reading narrative text. It was about topic, main idea, generic structured, vocabulary reference and inference. There were 20 Multiple Choice questions test.

Multiple choice test was the right test to measure more sample questions so that they truly represent the material being taught (Sani; 2016).

**Table 3. The indicators of the test**

| No. | Indicators of item Test  | Sub indicators | Item Number |            |           |
|-----|--|----------------|-------------|------------|-----------|
|     |  |                | Cycle 1     | Cycle 2    | Cycle 3   |
| 1.  | Identifying the topic  | Topic          | 1,11        | 1,11       | 1,11      |
| 2.  | Identifying the main idea.   | Main idea      | 3,14        | 6,15       | 3,12      |
| 3.  | Identifying details information (generic structure of narrative text). | Orientation    | 10          | 2,8        | 17        |
|     |  | Complication   | 9,19        | 7,13       | 10,16,18  |
|     |  | Resolution     | 13          | 9,18       | 8         |
|     |  | Re-orientation | 12          | 3,16       | 9<br>15   |
| 4.  | Identifying vocabulary.  | Antonym        | 4           | 14         | 6         |
|     |  | synonymy       | 2,16,17     | 10         | 2,13      |
| 5.  | Identifying reference (pronoun).                                       | Pronoun        | 5,7,15,20   | 4,12,17,20 | 5,7,14,19 |
| 6.  | Identifying inference.   | Inference      | 6,8,18      | 5,19       | 4,8,20    |

### 3. Validity and Reliability

Validity and reliability were important for demonstrating the instruments used by researcher. In addition, the researcher checked the validity and reliability of the test before applying it to students.



a. Validity

Validation for a test was very important. This determined the charge of application and interpretation of the test. The extent to which the claimed test size can be measured was validity (Chally ; 2019).

Content validity was the validity that was estimated through testing the feasibility or relevance of the test content through rational analysis by a competent panel or through an expert judgment (expert judgment). Content validity carried out by expert judgment, including;

- 1) Yelni Erniyati, M.Pd. That was an English lecturer at IAIN Kerinci
- 2) Yoki Irawan, M.Pd. That was an English lecturer at IAIN Kerinci
- 3) Edra Yenti, S.Pd. Was an English teacher at State Junior High School 5 KERINCI.

Content validity ensures that the measurement included an adequate and representative set of items that reveal the concept. The more the scale item reflected the area or the whole concept being measured, the greater the content validity. Or in other words, content validity was a function of how well the dimensions and elements of an the concept that has been described (Sekaran; 2006).

Aiken (1985) formulated the Aiken's V formula to calculated the content-validity coefficient that, based on the results of the

assessment of the expert panel of (n) people on an item in terms of the extent to which the item represents the construct being measure.

The formula proposed by Aiken is as follows ;

$$V = s / [n(C-1)]$$

$$S = r - lo$$

Lo = lowest rating score

C = highest rating score

R = number given by rater (Azwar; 2012).

**Table 4. Validity Level Criteria**

| Score range (V) | Level of validity |
|-----------------|-------------------|
| $V \leq 0,4$    | Weak validity     |
| 0,4 - 0,8       | Medium validity   |
| $V \geq 0,8$    | High validity     |

To get the results of the coefficient of content validity based on the results of three Validations' consisted of 2 lecturers and 1 English teacher.

The researcher used the Aiken v formula to determine the extent to which the item represents the construct being measure.

The results of the validity test of the three cycles were 1 and 0.888888889 based on the results of v that have been obtained. So it can be concluded that the validity of the content test was high, there were 20 test items that were valid and can be used for real tests (**For more detail appendix 4**).

## b. Reliability

Reliability defines the consistency of the result deliver in a test, ensuring that the various items measuring the different construct deliver consistent scores. Alpha coefficient ranges in value from 0 to 1 and may used to describe the reliability of factors extract from dichotomous. Some professionals insist on reliability score of 0,7 or higher in order to used a psychometric instruments. To get the reliability test, the researcher would be used formula by used Kuder Richardson (KR-20):

$$r_1 = \left( \frac{N}{N-1} \right) \left( \frac{St^2 - \sum pq}{St^2} \right)$$

Where:

$r_1$  : Test Reliability

n : Number of respondent items

S : Variant total

p : Subject proportion who has correct answer on each question items

q : Standard deviation

$\sum pq$  : Total multiplication p and q

The interpretation criteria of the correlation coefficient can be seen bellow:

**Table 5. Scale of reliability**

| Scale of Reliability |           |
|----------------------|-----------|
| <b>0,80 - 1,00</b>   | Very high |
| <b>0,60 - 0,80</b>   | High      |
| <b>0,40 - 0,60</b>   | Enough    |
| <b>0,20 - 0,40</b>   | Low       |
| <b>0&lt;0,20</b>     | Very low  |

In this result, the value of the test reliability test was  $r = 0,653$ . Meaning that the scale of reliability was high. This means that the test items were reliable so that they can used for actual tests. (For more details, see appendix 5).

## F. Data Analysis Techniques

In analyzed the study's data, researcher not only used qualitative data analysis to analyzed observational results and interviews but also quantitative data analysis to analyzed students test results and calculate errors in favor of results.

### 1. Qualitative Data

Qualitative data based on observations, field notes and Documentation. The researcher analyzed the data in several steps, as follows:

#### a) Data Management

Data management was some data by means of observation and interviews. Researcher manage the data to fix or analyzed problems into the field.

b) Reading and Memorization

After managing the data, researcher read and understand the data to analyzed it. So, that's valid research data.

c) Describe

In this step, the researcher draws or describes the results of the study based on data found in the field. In the data description, the researcher added some explanations for the results of the study.

d) Interpreting

In the last step, the researcher interprets the results of the study. This study provides several explanations of the test results on the final task. Researcher provides some explanations. So that readers can understand about this research(Gay ; 2000-14).

2. Quantitative Data

a. Test

The research chose some formula for analyzed students' result in test. The researcher conducted formula bellow:

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

Where:

X= Mean/Students score.

$\Sigma X$  = Raw Score.

N = The Number of Participant.



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Research Finding

##### 1. The Result of Study

This collaborative classroom action research was conducted to know the extent to which the chunking strategy can improved students' reading comprehension in Narrative Text Class VIII A of State Junior High School (State Junior High Schools 5 KERINCI in the 2021/2022 Academic Year from 13 May 2022 to 10 June 2022).

This collaborative classroom action research was conducted in three cycles from May to June. Each cycle consisted of four meetings. Each cycle consisted of four stages, namely Planning, Action, Observation and Reflection. The reflection of cycle one was the basic consideration for cycle two and cycle three. The first meeting was on Friday, the second meeting was on Tuesday and the third meeting was on Wednesday. Each of meeting had three periods allocated to forty-five minutes each meeting. The first meeting in cycle 1 was on Friday, May 13 2022, the second meeting was on Tuesday May 17, 2022. The third meeting was on Wednesday May 18, 2022 and the fourth meeting was on Friday May 20 2022 . Then, the first meeting in cycle 2 was on Tuesday 24 May 2022, the second meeting was on Wednesday, 25 May 2022, the third meeting was on Friday, 27 May 2022, the fourth meeting

was on Wednesday, 18, 2022. Finally the first meeting in cycle 3 was on Thursday, 19 May 2022. The second meeting was on Friday, May 20, 2022. Third meeting on Saturday, May 21, 2022. The fourth meeting was on Tuesday, May 31, 2022. Finally, the first meeting was on cycle 3 on Friday, 03 June 2022. The second meeting was on Tuesday, 07 June 2022. The third meeting was on Wednesday, 08 June 2022. The fourth meeting was on Friday, 10 June 2022.

Steps for learning reading comprehension by used chunking strategy in each cycle:

**Table 6. Students' Score in Cycle 1**

**The Range of the Students' score**

| NO. | Students' Name | Score        |
|-----|----------------|--------------|
| 1.  | A1             | 85           |
| 2.  | A2             | 75           |
| 3.  | A3             | 75           |
| 4.  | A4             | 70           |
| 5.  | A5             | 70           |
| 6.  | A6             | 75           |
| 7.  | A7             | 80           |
| 8.  | A8             | 80           |
| 9.  | A9             | 70           |
| 10. | A10            | 75           |
| 11. | A11            | 75           |
| 12. | A12            | 75           |
| 13. | A13            | 70           |
| 14. | A14            | 80           |
| 15. | A15            | 70           |
| 16. | A16            | 70           |
| 17. | A17            | 80           |
| 18. | A18            | 85           |
| 19. | A19            | 75           |
| 20. | A20            | 75           |
| 21. | A21            | 80           |
| 22. | A22            | 70           |
|     | $\Sigma X$     | <b>1.660</b> |
|     | $X$            | <b>75,45</b> |



**a. Cycle I**

## 1) Planning

In this step, the research identified and analyzed the curriculum used in Class VIII of Junior High School 5 KERINCI in the 2021/2022 academic year. Then the researcher prepared teaching preparation, such as made lesson plans based on the curriculum. Finally, the researcher prepared teaching materials based on book sources, sourced from the internet related to narrative text, observation sheet, attendance list to determined student participation and activity in the process learn how to teach.

## 2) Acting

## a) The first meeting

The first was conducted on Friday, May 13, 2022.

## (1). Opening

At the beginning of the lesson, the researcher as the teacher greeted the students by saying "Assalamu'alaikum". Students answered "Wa'alaikumsalam". The researcher asked the students to pray together. Then the researcher checked the students to pray together. Then the researcher checked the students' attendance and asked the students to introduced themselves, the researcher also introduced themselves and told the purposed of coming to class.

(2) Main activity

At the first meeting the researcher introduced and explained narrative texts to students, such as explanations of meaning, generic structure and language features of narrative texts. Before applied the strategy, the researcher asked the students whether they had understood the explanation and asked the students to ask if there was something they did not understand. after that, the researcher distributed a paper contained an example of a narrative text of the fable genre entitled “Ants and the Grasshopper” to each student and the teacher asks students to read it.

Before paraphrasing the text that the students had read, the researcher asked the students to cut the paragraphs into phrases and sentences by: Looping the words that the students did not know and then used the context clues (dictionaries) to help determined the words and meanings of difficult words that the students did not know.

After that, students Write down synonyms for difficult/unknown words and by Underlining important places and people to make it easier to identified the text. after completion, students read aloud the sentences that have been separated several times so that students better understand the text that students have paraphrased. Some students tried to identified difficult words and try to paraphrase the text, but some of them just stay silent or cheat with their classmates. After applied the strategy, the teacher re-explained

the narrative text then the researcher asked the students to answer the questions directed by the researcher.

(3) Closing

After finished the first meeting, the researcher asked the students whether the students had difficulties or not and then the researcher concluded the lesson by giving questions to the students orally to review students' understanding in reading narrative texts. When the researcher found that the students had understood the lesson, the researcher closed the class.

b) The second meeting

The second meeting was conducted on Tuesday, May 17, 2022.

1) Opening

The researcher opened the lesson by greeting “Assalamu'alaikum” and asking students to pray then checked the students' attendance. In addition, the researcher reminded and checked the students' understanding of the previous topic, After that, the researcher continued teaching the next reading text.

2) Main Activity

First, the researcher started the lesson by giving a narrative text to the students entitled “Clever Mouse Deer and Crocodile”, before the students identified the text, the researcher explored the students' knowledge about the topic by giving some pre-reading questions.

Questions such as "What do you think of when you hear the word "Clever Mouse Deer and Crocodile" story?"

After that, students were asked to read the text. When reading the text, students have errors in understanding the text, then the researcher applied the strategy by asked students to divided paragraphed into phrases and sentences by circling unknown/unknown words, used instructions. context to help determined, Look up the meaning of unknown words, Write synonyms for unknown words in the text, Underline important places and people and identified and then Read aloud and Read multiple times.

At the second meeting, the students seemed somewhat familiar with the researcher, but there were some students who still out of class. So there was an intimate situation between the researcher and the students. After the students paraphrased the text in their own language, the researcher asked the students to explain what the students understood in the text. at this second meeting, students can be invited to carry out the learning process.

### 3) Closing

After finished the second meeting, the researcher asked the students whether they had difficulties or not and then the researcher concluded the lesson by giving some questions to the students orally to review students' understanding in reading narrative texts. When

the researcher found that the students had understood the lesson, the researcher said goodbye.

c) The third meeting

The third meeting was conducted on Wednesday May 18, 2022.

1) Opening

The researcher opened the lesson by greeting “Assalamu'alaikum” and asked students to pray then checked the students' attendance. In addition, the researcher reminded and checked the students' understanding of the previous topic, after that, the researcher continued teaching the next reading text.

2) Main Activity

Before the researcher distributed examples of narrative texts to students, the researcher reviewed narrative texts such as understanding, generic structure, language features and about the genres read by students, namely fables and what genres exist in narrative texts.

After the researcher distributed the example of the narrative text entitled “Ugly duck”, the students read first, then cut the paragraphed into phrases and sentences by: Looping the words that the students did not know and then used context clues (dictionaries) to help determined the words and their meanings. from difficult words that were not known by students after that, students write synonyms for words that were difficult/unknown as well as by

Underlined important places and people to make it easier to identified the text.

After completion, students read aloud the sentences that have been separated several times so that students better understand the text that students have paraphrased. after that, researcher and students discuss together the results of the sentences that students make, while repeating and seeing what students make.

Paraphrased the text by identified words which according to students were difficult or unknown, then the researcher helps translate the words, then identified together about the text that has been given such as making synonyms for difficult words, identified the place or subject told in the text. After identified, the researcher explained about the story so that students better understand what the contents of the text that students have read.

At the third meeting, students actually still have difficulty in translated some words from English to Indonesian. But students were not confused about what students should do.

### 3) Closing

After finished the third meeting, the researcher asked the students whether they had difficulties or not and then the researcher concluded the lesson by giving some questions to the students orally to review students' understanding in reading narrative texts. When

the researcher found that the students had understood the lesson, the researcher said goodbye.

d) The Fourth meeting

The fourth meeting was conducted on Friday, May 20, 2022 In the fourth meeting, the researcher opened the class by greeting “Assalamu'alaikum” and the researcher checked the students' attendance. Then the researcher will give a test to the students in cycle 1. The purpose of the test in cycle 1 was to see the score and students' reading comprehension.

In the first 30 minutes, the researcher reviewed all the material from the previous meeting. Then, in the last 60 minutes the researcher gave a test and asked students to answered a test consisted of 20 items (Multiple Choice) to students. After the students took the test in the first cycle and collected it to the researcher, the researcher corrected their test and gave a score to the student.

3) Observing

To observed the results of the actions taken in the first cycle, the researcher used the observation sheet technique. The researcher conducted a test at the end of cycle I to measure how much improvement the students achieved. The increased in students' reading comprehension can be seen from the average test score.

The next technique was observations made during the teaching and learning process and the data was recorded in field notes. From the explanation of each action above, as a result of observed the teaching and learning process and also supported by test results, there were several improvements in students' reading comprehension. Improvements occurred in several aspects of reading comprehension.

They were skills in understanding generic structures in tests and students can find the meaning of foreign words and can identified vocabulary such as opposites and synonyms in tests and so on. From observed the teaching and learning process in the first cycle, the researcher found that the used of texts English from books and the internet for junior high schools can motivated students in learning English, especially in learning to understand reading texts.

This can be seen from their activeness during learning when they find unknown words. Classes can be controlled although sometimes they were noisy during lessons.

The improvement of understanding ability can be seen from the try out data result and end of cycle test scores. **(For more detail see appendix 3 and appendix 6).**



#### 4) Reflection

After observed in the first cycle, the researcher found some positive results and some weaknesses in the first cycle. They were as follows:

##### a) Positive Result

- (1) There was an increased in students' reading comprehension. This can be seen from the results of the first end of cycle test scores. The average value for end of cycle test score I was 75.45 That was higher than the average value of the try out data result which was 67.71.
- (2) Students are enthusiastic in the learning process.. It can be seen from the attractiveness of students during learning. Students pay more attention to the researcher explanation.
- (3) The researcher concluded that the text was suitable for students of class VIII Junior High School in learning to understand the text, although some students have difficulty in identified a text.

##### b) Weaknesses

- (1) In cycle 1, there were several goals that have not been achieved, including the average end of cycle test scores of students was still low. This was because students still have difficulty in finding the meaning of foreign words and finding the right synonyms for unknown words because they still have

weaknesses in vocabulary mastery and students were still confused in composing sentences in English.

- (2) Although students are active, there are 11 students who are passive. 11 students were not involved in finding the meaning of an unknown word and then looking for meaning in the context (dictionary) because there were 11 students who did not bring a dictionary and did not even have one.

From the results of the reflection above, it can be seen that this actions produced positive results and weaknesses. By considered this results, the researcher thinks it is important to make further plans to overcome this weaknesses.

#### b. Cycle II

**Table 7. Students Score in Cycle II**

**The range of the Students' Score**

| NO. | Students' Name | Score |
|-----|----------------|-------|
| 1.  | A1             | 100   |
| 2.  | A2             | 75    |
| 3.  | A3             | 85    |
| 4.  | A4             | 80    |
| 5.  | A5             | 85    |
| 6.  | A6             | 80    |
| 7.  | A7             | 75    |
| 8.  | A8             | 95    |
| 9.  | A9             | 85    |
| 10. | A10            | 80    |
| 11. | A11            | 85    |
| 12. | A12            | 85    |
| 13. | A13            | 90    |
| 14. | A14            | 80    |
| 15. | A15            | 90    |
| 16. | A16            | 75    |
| 17. | A17            | 80    |
| 18. | A18            | 85    |

|     |            |              |
|-----|------------|--------------|
| 19. | A19        | 80           |
| 20. | A20        | 80           |
| 21. | A21        | 75           |
| 22. | A22        | 95           |
|     | $\Sigma X$ | <b>1.840</b> |
|     | $X$        | <b>83,63</b> |

### 1) Planning

From the results of observations in cycle 1, researcher want to solve this problem. The researcher as a teacher explained how to properly paraphrased the text to improved students' reading comprehension. Researcher must be better than the previous cycle, in the teaching and learning process Researcher must applied some jokes so that students do not get bored and enjoy the class.

In addition, the researcher tried to make the situation familiar by making an inner circle discussing the test given by the researcher about the sample text that had been shared and discussing it to avoid noise during the lesson.

### 2) Acting

#### a) The first meeting

The first meeting of cycle II was conducted on Tuesday, May 24, 2022.

#### (1) Opening

At the first meeting the researcher opened the class by greeting "Assalamu'alaikum" and checked the students' attendance. Before the researcher started the lesson, the

researcher gave some questions to the students about the last topic. This was done to check students' understanding of the material they have learned. This includes its purposed and generic structure. Most of them still remember it.

## (2) Main activities

First, the researcher distributed a paper contained an example of a fable narrative text entitled "the story of the elephant and the ants" before the students read the text, the researcher also asked some questions; "When elephant and ants' fight, which one loses?" At the first meeting, students have started to actively answered questions. After that, the researcher applies the chunking strategy by, the researcher asked the students to read and then asked the students to cut the paragraphed into sentences and phrases by asked the students to circle the unknown words and then used context clues (dictionaries) to look for the meaning of the unknown words after that the students wrote the synonyms, then underlined important places and people and identified them, after that ask students to read aloud and several times. In this meeting, all students bring a dictionary.

The next activity, the researcher asked students to answered questions that would be directed by the researcher and the researcher asked students to write their answered on the blackboard. Some students were still shy to write it on the blackboard.

### (3) Closing

After conducted the first meeting, the researcher asked the students about their difficulties in answered questions then the researcher draws conclusions about the lesson. After the researcher found that the students had understood the lesson, the researcher closed the class by saying “Thank you for your attention” and “Wassalamu'alaikum”.

### b) The second meeting

The second meeting of Cycle II was conducted on Wednesday, May 25, 2022.

#### (1) Opening

The researcher started the lesson by greeting the students and asking who was not present. First, the teacher reviews the previous lesson. The researcher gave several questions to check whether the students still remembered the last topic or not.

#### (2) Main Activities

First, the researcher distributed a paper contained an example of a fable narrative text entitled “Arrogant rabbit and tortoise” before the students read the text, the researcher also asked some questions; "who knows what a tortoise is" and "where can it usually be found". At the second meeting, students were more enthusiastic when the researcher asked questions.

After that, the researcher asked the students to read and then asked the students to cut the paragraphed from the sample text into sentences and phrases by asked the students to circle the unknown words and then used context clues (dictionaries) to look for the meaning of the unknown words after that the students wrote the synonyms, then underlined important places and people and identified them, after that the researcher asks students to read aloud and several times. After finished paraphrasing the text, the researcher asked the students that it was still within the scope of the text and there were some students could not guess the meaning of some of the words shown by the researcher without used a dictionary.

The next activity, the researcher asked the students to answered the questions directed by the researcher and the students could answer the questions individually. After finished, the researcher appointed students to write their answered on the blackboard.

### (3) Closing

After finished the second meeting, the researcher checked the students' answered and asked the students whether they had difficulties or not, then the researcher closed the lesson.

### c) The third meeting

The third meeting was conducted on Friday, May 27, 2022.

(1) Opening

Start the lesson by saying "Assalamu'alaikum" and checked the attendance of students. First, the teacher reviewed the previous lesson. The researcher gave several questions to check whether the students still remembered the last topic or not.

(2) Main Activities

First, the researcher distributed a paper contained an example of a fable narrative text entitled "the story of the lion and the mouse friendship." Before the students read the text, the researcher also asked some questions; "What was the meaning of the title of the text that you were going to read?" At the third meeting, the students had a better understanding of what to do in understanding a text.

After answered the questions from the researcher, the researcher asked the students to read the sample text that had been given then asked the students to cut a paragraph from the sample text into sentences and phrases by asked students to circle an unknown word and then used context clues (dictionaries) to look for the meaning of the word. the unknown, after that the students' wrote the synonyms, then underlined the important places and people and identified them, after that the researcher asked the students to read aloud and several times. After finished paraphrasing the text, the next activity, the researcher asked the

students to answered the questions directed by the researcher and the students could answer the questions individually. After finished, the researcher appointed students to write their answered on the blackboard.

Some students cannot guess the meaning of some difficult words. Students look up the meaning themselves in the dictionary. They can related meaning to the words in the text. At the third meeting, students were already active in the learning process.

(3) Closing

At the close of the third meeting of cycle II, the researcher closed the class by saying "wassalamu'alaikum" and saying see you next meeting.

d) The fourth meeting

The fourth meeting was conducted on Friday, June 03, 2022.

At the fourth meeting the researcher opened the class with the greeting "Assalamu'alaikum" and the researcher checked the students' attendance. The fourth meeting was a test in cycle II. The purposed of the cycle 1 test results was to see the score and see whether there was an increased in students' reading comprehension or not. In the first 30 minutes, the researcher reviewed all the material from the previous meeting.



Then, in the last 60 minutes, the researcher gave a test and asked students to answered a test consisted of 20 items (Multiple Choice) for student. After the students took the test in cycle II and collected it to the researcher, the researcher corrected their test and gave a score to the student. From the test results in cycle II, there were 4 students who fit the KKM and 18 students who passed the KKM. **(For more details see appendix 6, table 15)**

### 3) Observing

In cycle II, in general the condition of the class in the teaching and learning process was better than the previous cycle. This can be seen from the students who were ready to take part in learning and most were enthusiastic to answered the questions given by the researcher. They seemed to enjoy it. The researcher found that the used of narrative text from the fable genre according to the syllabus could motivated students in learning English.

Especially in learning to understand the text. This can be seen from their activeness during learning when they find difficult words or unknown words. They do not hesitate to open a dictionary and students can answered questions and appear brave to write answered on the blackboard. Classes can be controlled although sometimes they were noisy during lessons.

Based on the test results in cycle II, the average value of the class in the reading comprehension test was 83.63, an increased from the previous cycle. There were 4 students who follow the KKM 75 (seventy five) and there were 18 students who pass the KKM.

#### 4) Reflection

After analyzed the results of observations in cycle II, the researcher found some differences in the results of the actions in cycle II and cycle I. In cycle II some of the obstacles and weaknesses in cycle I began to be improved and there were several positive results and weaknesses which can be explained as follows:

##### a. Positive Result

- (1) Students still remembered the title of the text taught in cycle I and cycle II.
- (2) Researcher can manage class better than in cycle I. Researcher provide law enforcement to students. Researcher give rewards in the form of giving scores to students who can do well. In addition, researcher also manage time and provide instructions for each activity to reduce time wastage. It was important not only to get students involved in the teaching-learning process but also to make time more effective.

b. Weaknesses

In the teaching and learning process, students tend to make noise during the lesson. Researcher control them to speak not too loud and monitor every activity they do.

From the results of the reflection above, it can be seen that this actions produce positive results and weaknesses. By considered this results, the researcher considered it important to make further plans to overcome this problem.

d. Cycle III

**Table 8. Students Score in Cycle III**

**The range of the Students' Score**

| NO. | Students' Name | Score        |
|-----|----------------|--------------|
| 1.  | A1             | 100          |
| 2.  | A2             | 80           |
| 3.  | A3             | 85           |
| 4.  | A4             | 95           |
| 5.  | A5             | 85           |
| 6.  | A6             | 80           |
| 7.  | A7             | 90           |
| 8.  | A8             | 95           |
| 9.  | A9             | 85           |
| 10. | A10            | 80           |
| 11. | A11            | 85           |
| 12. | A12            | 85           |
| 13. | A13            | 80           |
| 14. | A14            | 80           |
| 15. | A15            | 85           |
| 16. | A16            | 75           |
| 17. | A17            | 80           |
| 18. | A18            | 85           |
| 19. | A19            | 80           |
| 20. | A20            | 100          |
| 21. | A21            | 75           |
| 22. | A22            | 90           |
|     | $\Sigma X$     | <b>1.875</b> |
|     | $\bar{X}$      | <b>85,22</b> |

## 1) Planning

The result of the process in cycle II was better than in cycle I. In this cycle, based on the reflection of cycle I and cycle II, researcher must further improved students' reading comprehension. the researcher performance should be better than cycle I and cycle II and the researcher plans to control the class to be relaxed but serious in order to ask students not to make noise in the learning process and make students pay more attention to the direction of the researcher in order to improved students' reading comprehension. As a result, the researcher continued to cycle III.

## 2) Acting

### a) The first meeting

The first was conducted on Friday, June 03, 2022.

### (1) Opening

At the first meeting, the researcher opened the class by saying "Assalamu'alaikum". The researcher asked the students to pray. After that, the researcher checked the students' attendance and asked the students' difficulties about the previous lesson.

### (2) Main Activities

First, the researcher started the class by giving the students' test results in cycle II. There were many students got high scores and there were some students got low scores. The researcher re-explained the previous material in cycle 2. the researcher distributed a paper contained an example of a narrative text entitled "the story of two

goat” to students. The researcher also gave questions to the students; "What do you know about goat?" and “does goats have a breed?” .

In this meeting, students have high attention in the learning process. the researcher asked the students to read the text that had been distributed. After reading, The researcher asked students to cut paragraphed from the sample text into sentences and phrases by asking students to circle unfamiliar words and then used context clues (dictionaries) to look for meanings in unfamiliar words after which students wrote synonyms, then underlined important places. and people and identified, after that asked the students to read aloud and several times, when finished, the researcher asked the students to answered the questions that would be directed by the researcher and the researcher asked the students to write the answered on the blackboard.

(3) Closing

The researcher asked the students whether the students were still having difficulties or not. Then the researcher asked the students to prepare for the next meeting. Then, the researcher closed the class by saying "wassalamu'alaikum" and said "see you at the next meeting".

b) The second meeting

The second meeting of Cycle III was conducted on Tuesday, June 07, 2022.

(1) Opening

The researcher opened the class by saying "Assalamu'alaikum". The researcher asked the students to pray together and the researcher checked the students' attendance. The researcher asked the students whether the students had understood the previous lesson or not. The researcher also gave several questions to check students' understanding of previous learning.

## (2) Main Activities

First, the researcher distributed a paper contained an example of a narrative text entitled "the mouse deer stealing cucumber" to students. The researcher also asked the students "before we understand this reading text, who knows why the mouse deer stole the cucumber?" and the students were active in answered questions and were not shy about expressing their thoughts. the researcher asked the students to read the text that had been distributed.

After reading, The researcher asked students to cut paragraphed from the sample text into sentences and phrases by asking students to circle unfamiliar words and then used context clues (dictionaries) to look for meanings in unfamiliar words after which students wrote synonyms, then underlined important places. and people and identified, after that the researcher asked the students to read aloud and several times.

After finished, the researcher asked the students to answer the questions that would be directed by the researcher and the

researcher asked the students to write the answers on the blackboard, at this second meeting, students were excited and fight for the future to write answers to the questions given by the researcher. Students can connect words to form a meaningful sentence in their own language.

(3) Closing

The researcher asked the students to study at home about the next topic. Then, the researcher closed the class.

c) The third meeting

The third meeting was conducted on Wednesday, June 08, 2022.

(1) Opening

The researcher opened the class by saying "Assalamu'alaikum" and asking the students to pray. Researcher check student attendance. Before started the lesson, the researcher gave some directions to the students regarding learning to read, one of which was about how to understand reading text well.

(2) Main Activities

First, the researcher distributed an example of a fable narrative text entitled "Crane and hummingbird race". The students began to ask questions about the title of the narrative text that had been distributed, after the researcher explained the title, the researcher asked about the students' daily experiences "have you ever seen or

even participated in a bird competition?" The students were too active to answer. After that, the researcher asked the students to read and then asked the students to cut the paragraphed from the sample text into sentences and phrases by asking the students to circle the unknown words and then used context clues (dictionaries) to look for the meaning of the unknown words after that the students wrote the synonyms, then underline important places and people and identified them, after that ask students to read aloud and several times. Students easily follow the instructional strategies used by researcher to make it easier for students to understand and identified the reading text that has been given without feeling confused.

(3) Closing

The researcher closed the class and asked students to prepared for the exam at the next meeting.

d) The fourth meeting

The fourth meeting in the third cycle was conducted on Friday, June 10, 2022. At the fourth meeting the researcher opened the class with greetings "Assalamu'alaikum" and the researcher checked the attendance of students. This was the last test in cycle III. The purposed of the third cycle test was to see the value and see whether there was an increased in students' reading comprehension or not. In the first 30 minutes, the researcher reviewed all the material from the previous meeting.



Then, in the last 60 minutes, the researcher gave a test and asked students to answered a test consisted of 20 items (Multiple Choice) to students. After the students took the test in cycle III and collected it to the researcher, the researcher corrected their test and gave a score to the student.

From the test results in cycle III, the class average score in reading comprehension was 85.22. Increased from cycle I and cycle II (**More details see appendix 6, table 16**).

### 3) Observing

In cycle III, in general the condition of the class in the teaching and learning process was better than the previous cycles. It can judging from the students who were ready to take part in the learning and most of them were active in answered the questions given by the researcher and enthusiastic in answered the questions.

### 4) Reflecting

After analyzed the results of observations in cycle III, the researcher found several differences in the results of the actions in cycle III, cycle II and cycle I. In cycle III there were several positive results and weaknesses which can be explained as follows:

#### a) Positive result

- (1) Students were still enthusiastic about following the lesson.
- (2) The researcher gave a good explanation.

(3) Students understand what was directed by the researcher.

(4) Students can understand the example of the text given well.

b) Weaknesses

(1) Some students were still noisy while teaching in the learning process. Based on the results of observations, the researcher concluded that learning reading comprehension with the Chunking strategy encourages and makes students more active and able to understand reading texts during the teaching and learning process. As a result, students showed that they made good improvements in reading comprehension.

Finally, after completed the third cycle, the researcher discussed the results of the study with the English teacher as a final reflection. The researcher decided not to revised the plan and stop the cycle because the results of the last cycle showed a good increased in students' reading comprehension.

**d. Analysis of Cycle I, Cycle II and Cycle III**

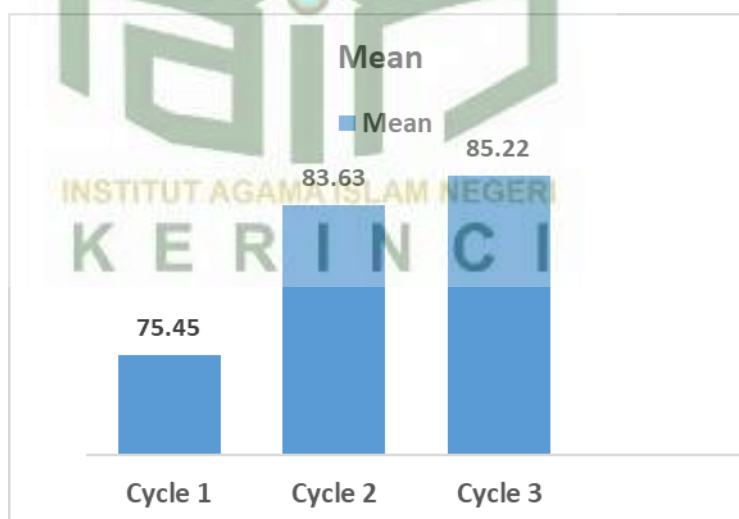
Based on the analysis of all meetings, it can be seen that there were several significant improvements from the introduction to cycle I, cycle II and cycle III. Improving students' reading comprehension in narrative text learning can be seen in the following table:

Comparison the average of the students' scores on cycle I, cycle II and cycle III

**Table 9. The students' score**

| No | Cycle     | Mean  |
|----|-----------|-------|
| 1. | Cycle I   | 75,45 |
| 2. | Cycle II  | 83,63 |
| 3. | Cycle III | 85,22 |

**Figure 2. Diagram of students' scores on cycle I, cycle II and Cycle III:**



In the first cycle, the average result was 75,45. The researcher started to used Chunking strategy to teach reading comprehension. In the teaching and learning process, many students attend the class enthusiastically. They paid attention to the lesson, although some students were still confused by the

researcher direction, students lost focus in criticizing their friends and students spent most of their time on social talk.

Next, the researcher continued to cycle II. in this cycle the average value of students was 83,63. means there was improvement. In cycle II the students were already active in the learning process but students still used dictionaries to answered questions and write answered on the blackboard. Finally in cycle III. the students' average test scores were 85,22. it means that there was an increased from cycle I and cycle II. This shows that there was a significant increased in student achievement.

In addition, the used of Chunking strategy in the teaching and learning process in reading comprehension was very helpful for students.

## **2. The Factors Supported the Improvement of Students' Reading Comprehension**

The data used to look at the factors that supported the improvement of students' reading comprehension by used the chunking strategy of learning outcomes obtained from observations during the learning process were poured into field notes. Based on this observations, it was found that students were active and have high enthusiasm and attention in the learning process. Students understand what was done during the learning process

This shows that students can connect sentences into meaning in their own language, this is seen when discussing the results that students have paraphrased and collected to the researcher and students can answer

questions directed by the researcher with good answers about reading comprehension of the text. has been shared.. Students were enthusiastic in participating in learning because they were motivated and with the direction given by the researcher during learning used the chunking strategy makes students feel happy and interested because of the good explanation of the material, interesting topics, providing good understanding by directing understanding English reading well. make students easy to understand the text, and make the learning process more fun in the learning process that was delivered can be understood well. It was seen by field notes **(For more details see appendix 7)**.

This was in accordance with what Rini Anggraini said, Chunking strategy was effective for improving students' reading comprehension skills, because it can help students understand and remembered information easily and utilizing chunking strategies can improved student achievement and can overcome student problems (lack of vocabulary) and word misunderstandings. and chunking strategies can encourage students' motivation and engagement in the classroom.

There were 4 factors that supported changes in students' reading comprehension skills, including:

a. Class activities

Most of the students did not make the class atmosphere noisy and followed the instructions given by the researcher. All these activities must be followed by students. During the teaching and

learning process, students showed better improvement by paying attention to the direction of the researcher, enthusiastic in answered the questions given by the researcher and having high attention and enthusiasm in the learning process.

b. Class management

The teacher pays attention to the students. The teaching process shows that students were very concerned, the teacher re-explains the learning that students ask and has not been understood by students. And to avoid noise the teacher controls students by make a circle when discussing, and can make students feel relaxed and happy in the learning process.

c. Material

Teachers must provide interesting learning materials so that students feel excited in understanding a text. The learning process shows that the researcher provides an example of a text based on the topic being studied and the example of the text given by the researcher was of the fable genre which was in accordance with the syllabus used by the eighth grade English teacher at State Junior High School 5 KERINCI, the researcher provides an example of an interesting text in doing reading comprehension. Because it can make students excited to read, understand the examples of the text given.

d. Learning strategies

In addition to the factors above, which supported students' reading comprehension in narrative texts, learning strategy was an effort to use systematic strategies that were carried out effectively to get an achievement and also success in learning activities. After the chunking strategy was applied in students' reading comprehension in the learning process, an increase in students' reading comprehension was seen from the average score of students' test results conducted at the fourth meeting of each cycle. Students experienced a better improvement after implementing the chunking strategy, the researcher used chunking strategies in the reading comprehension process to make it easier for students to understand the reading text, therefore, students could understand an example text with instructions directed by the researcher who made the text. Students can understand easily and make students excited and active in the learning process.

From the supported factors above, it can be concluded that the chunking strategy can improve students' reading comprehension.

## **B. Discussion**

In learning reading comprehension of narrative texts for students of State Junior High School 5 KERINCI, especially for class VIII students, based on the preliminary survey, there were several problems such as some students having difficulty in understanding a text, and also students experiencing a lack of vocabulary in reading comprehension. The researcher

chose chunking strategy to improved students' reading comprehension skills. This research was conducted by considered several previous studies including :

1. The first was carried out by Jusmin HJ Wahid (2020) with the title "Chunking Strategy; In Improving Reading Skills of Fourth Semester Students of English Department, University of Muhammadiyah". The first preliminary research method was to used true experimentation. While these research used collaborative classroom action research where the English teacher was the collaborator to observed during learning activities. The sample was preliminary research. The first was all sixth semester students majoring in English which consisted of 2 classes, namely class A consisted of 44 students and class B consisted of 42 students. In these study the sample used by the researcher was class A at State Junior High School 5 KERINCI which consisted of 22 students. The results of the first preliminary study indicated that the used of chunking strategy can improved students' understanding of reading skills in the process of teaching English and make students interested in the teaching and learning process because they can achieve their learning goals. Students majoring in English at Muhammadiyah University were also interested in this strategy because they get a lot of information as vocabulary and improve their understanding in the text. While the results of these study were the same as the first preliminary research, namely the chunking strategy can improved students' reading comprehension. In this study, it was found that the chunking strategy made it easy for



students to understand a text. And make students active in the learning process.

2. The second was carried out by Riva Atul Nur Aida (2019) entitled "Effectiveness of Using Chunking Text Strategies on Students' Reading Comprehension in Recount Texts for Class II Students at Mts Mujahidin Ngadiluwih Kediri for the 2018/2019 Academic Year". The second preliminary research method was used pre-experimental. Meanwhile, these research used collaborative classroom action research where the English teacher acts as a collaborator to observe during learning activities. The second sample of the preliminary study was class II B students, which consisted of 30 students. In these study, the sample used by the researcher was grade eight A at State Junior High School 5 KERINCI which consisted of 22 students. The results of the second preliminary study show that the used of chunking strategies contributed to improving students' reading comprehension in recount texts. While the results of these study were the same as the second preliminary research, namely chunking strategy can improved students' reading comprehension. In this study used narrative text and in these study it was found that the chunking strategy made it easy for students to understand a text. And make students active in the learning process.
3. The third was carried out by Maryani (2014) entitled Improving Reading Skill By Using Chunking Strategy At The Eight Grade Students Of Mts Al Islam Genilangit Poncol Magetan In The Academic Year Of 2014/2015, The third preliminary research method was used classroom

action research. Meanwhile, these research used collaborative classroom action research where the English teacher acts as a collaborator to observed during learning activities. The third preliminary research sample was class VIII MTS Al-Islam Genilangit Poncol Magetan class VIII, totaling 20 students. In these study, the sample used by the researcher was grade eight A at State Junior High School 5 KERINCI which consisted of 22 students. The results of the third preliminary study show that the implementation of chunking strategy can improved the reading ability of grade VIII students of MTS Al-Islam Genilangit Poncol Magetan in the 2014/2015 academic year. The results of the questionnaire showed that students were interested in this method. While the results of these study were the same as the third preliminary research, namely chunking strategy can improved students' reading comprehension. In this study used narrative text and in these study it was found that the chunking strategy made it easy for students to understand a text. And make students active in the learning process.

4. The fourth was carried out by Maya Rizki Amalyasari (2012) entitled Using Chunk Techniques to Improve the Ability of Class XI Students in Producing Hortatory Exposition Texts Academic Year. The fourth preliminary research method was used classroom action research. Meanwhile, these research used collaborative classroom action research where the English teacher acts as a collaborator to observed during learning activities. The fourth sample of the preliminary study was the IX grade students at SMAN 2 Malang in the 2011-2012 academic year.

In this study, the sample used by the researcher was grade eight A at State Junior High School 5 KERINCI which consisted of 22 students. The results of the fourth preliminary study showed that the used of chunking strategy gave a positive response because it could help students in writing expository hortatory texts, especially in helping students understand and remember some conjunctions and organize ideas coherently. From the explanation, it shows that chunking strategy has a positive effect on students' writing achievement in writing hortatory exposition texts. Meanwhile, the results of this study showed that in used narrative texts, it was found that chunking strategies could improved students' reading comprehension and make it easier for students to understand a text. And make students active in the learning process.

5. The fifth was carried out by Hardiana (2019) with the title Application of Chunking Strategy to Improve Reading Comprehension of Class VIII Students of SMP NEGERI 6 Duampanua Kab. Pinrang. The fifth preliminary research method was to used a pre-experimental design with a pretest and post-test design. Meanwhile, this research used collaborative classroom action research where the English teacher acts as a collaborator to observed during learning activities. The fifth preliminary research sample was class VIII which consisted of 23 students. In these study, the sample used by the researcher was grade eight A at State Junior High School 5 KERINCI which consisted of 22 students. The results of the fifth preliminary study indicated that the used

of chunking strategies can improve students' reading comprehension. Meanwhile, the results of this study also show that chunking strategies can improved students' reading comprehension and make it easier for students to understand a text. And make students active in the learning process.

From the five previous research considerations, This research was a study to improve students' reading comprehension through the Chunking Strategy in Teaching Narrative Texts in the Eighth Grade of State Junior High School 5 KERINCI in the 2021/2022 Academic Year. This research was a collaborative classroom action research. It was applied in three cycles. The purposed of this study was to determine to what extent the chunking strategy could improve the reading comprehension of eighth graders at State Junior High School 5 KERINCI in the 2021/2022 academic year. Based on the results of the try out data result, cycle I, cycle II and cycle III, it can be seen that students' reading comprehension can be improved through the chunking strategy as evidenced by the students' scores from the try out data result and at the end of each cycle. Based on the analysis of all meetings, it can be seen that there were several significant improvements from the introduction to the try out data result, cycle I, cycle II and cycle III. This means that the try out data result was 67.71. The average yield in the first cycle was 75.45, the average yield in the second cycle was 83.63. The average result in the third cycle was 85.22. by used Chunking Strategy was an alternative way to improved students' reading comprehension. This was beneficial for teachers in encouraging students to participate more actively and providing provisions to students. Therefore, the researcher assumes that the used of

chunking strategies also contributed and was a good strategy in students' reading comprehension. It was proven that after doing research used Chunking strategy on students' reading comprehension, there was an increased in students' reading comprehension. It was evident from the statistical data that has been described, apart from this strategy students also get different experiences in learning to read.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

From the discussion that has been mentioned in the previous chapter, the researcher made several conclusions as a result of the research of class VIII State Junior High School 5 KERINCI students in the 2021/2022 academic year regarding improving students' reading comprehension. There were the conclusions of this research:

1. Based on the results of research that has carried out in three cycles (cycle I, cycle II and cycle III). It can be concluded that there was an increase in students' reading comprehension by using the Chunking strategy. The application of the Chunking strategy as a learning aid to improve students' reading comprehension was very effective. This is supported by the significance of the students' scores in Cycle I (75.45), Cycle II (83.63), in Cycle III (85.22). The use of the chunking strategy in learning English was interesting for students. This can be seen from the results of observations and test results. The researcher used the chunking strategy as a learning tool because it can motivate students to learn to read English more fun, make students active and make it easier to understand reading.
2. Based on the observation sheets and field notes in three cycles, it can be concluded that there were four factors that can increase students' reading comprehension by using the Chunking strategy.

They were:

a. Class Activities

Most of the students did not make the class atmosphere noisy and followed the instructions given by the researcher. All these activities must be followed by students. During the teaching and learning process, students showed better improvement by paying attention to the direction of the researcher, enthusiastic in answering the questions given by the researcher and having high attention and enthusiasm in the learning process.

b. Class Management.

The teacher pays attention to the students. The teaching process shows that students were very concerned, the teacher re-explains the learning that students ask and has not been understood by students. And to avoid noise the teacher controls students by making a circle when discussing, and can make students feel relaxed and happy in the learning process.

c. Material

Teachers must provide interesting learning materials so that students feel excited in understanding a text. The learning process shows that the researcher provided an example of a text based on the topic being studied and the example of the text given by the researcher was of the fable genre which was in accordance with the syllabus used by the eighth grade English teacher at State Junior High School 5 KERINCI, the researcher provides an example of an interesting text in

doing reading comprehension. Because it can make students excited to read, understand the examples of the text given.

d. Learning Strategies

In addition to the above factors, which supported students' reading comprehension in narrative texts, learning strategy was an attempted to used a systematic strategy that was carried out effectively to get an achievement and success in learning activities. During the teaching and learning process, students showed better improvement after implementing the chunking strategy, the researcher used chunking strategies in the reading comprehension process to make it easier for students to understand the reading text, therefore, students could understand an example text with instructions directed by the researcher who made the text. students can understand easily and made students excited and active in the learning process.

From the above factors, it can concluded that Chunking Strategy can improved students' reading comprehension.

## **B. Suggestion**

From the conclusions above, there were several suggestions put forward by the researcher:

1. For Teacher

- a. Teacher may considered the used of chunking strategy in the teaching of reading comprehension, because it can motivated students to read out their experiences to share with other.



- b. Teacher must prepared equipment properly. That was, before used the chunking strategy as a medium in learning reading comprehension, the teacher should prepared several examples of used the strategy used without explained what strategy was used. This was important because it can help students learn to read.
  - c. The teacher must managed the time well and must be careful in allocated the duration in the explanation of reading comprehension and applied the Chunking Strategy.
  - d. The used of Chunking Strategy as a learning aid in the teaching and learning process was very important, especially in reading comprehension. It will work if the text was based on students' interested. Used chunking strategy as a learning aid is a good way for students to improve their understanding. Used the chunking strategy as a learning aid can help teacher in facilitated the learning process.
2. For Students
- a. Students must learn more and respond in the learning process.
  - b. Students should be more interested in learning English.
  - c. Students should be more active in learning English.
  - d. Students must increased motivation in learning English.

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## Appendix 1

### Instrument of the test cycle 1

Read the following text and answer the question correctly text!

Text 1-10

It said that on a clear day there were an ants' walking in the park. They were so happy to be able to walk around to see the beautiful garden. The ants' went around the park while greeting the animals in the garden. They saw a cocoon on top of a tree. The ants' mocked the ugly cocoon shape that could not go anywhere.

"Hey, cocoon how ugly your fate was. You can only hang on that twig. Let us go for a walk, see this vast world. What will be your fate if the branch was broken?" The ants' always prides him on being able to go where he likes. In fact, the powerful ants' lifted a weight greater than his body. The ants' feels that he was the greatest animal. The cocoon just silently heard the taunts. One morning the ants' returned to the garden. Because of the rain, everywhere there was a puddle of mud. Slippery mud makes ants slip into the mud. They fell into the mud. The ants' almost drowned in the puddle. Ants' shout as loudly as possible to ask for help. "Please, help me! I want to drown, please, please...!"

Fortunately, there was a butterfly flying past. Then, the butterfly sticks out a twig towards the ants'."Ants' hold onto that twig tightly! I'll pick up the twig."Then, the ants' held tightly to the twig. The butterfly lifted the twig and lowered it in a safe place. Later, the ants' thanked the butterfly for saving his life.

They praised the butterfly as a great and praiseworthy animal. Hearing the compliment, the butterfly said to the ants'. "I'm the cocoon that's been mocked," said the butterfly. Apparently, the cocoon that he used to mock had saved him."

Finally, the ants' promised the butterfly that they would not insult all of God's creatures in the garden.

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1. What the text tells about?
  - A. Butterfly.
  - B. Commendable butterflies.
  - C. Noble-hearted butterfly.
  - D. Rescue butterfly.
  
2. "It is said that on a clear day there was an ants' walking in the garden", (Paragraph 1). The synonym of the underlined word is?

- A. Sunny day.  
B. Rainy day.  
C. Cold day.  
D. Dark day.
3. What is the main idea in the first paragraph?  
A. Cocoon was very ugly.  
B. Ants' around in the garden.  
C. An ants' that can walk to see a beautiful garden.  
D. Ants' see cocoon.
4. "The ants' held tightly to the twig", (Paragraph 3). The antonym of the underlined word is?  
A. On touch.  
B. Gripped.  
C. Released.  
D. Everything is true.
5. "They were so happy to be able to take a walk to see the beautiful garden", (Paragraph 1). The underlined word refers to?  
A. Ants'.  
B. Cocoon.  
C. Flowers.  
D. Tree.
6. In paragraph 1, Implying that from the ants' view it appears that?  
A. The cocoon is on top of the tree.  
B. The cocoon is flying.  
C. Cocoon is sleeping.  
D. Cocoon is laughing.
7. "They praised the butterfly as a great and praiseworthy animal", (Paragraph 4). The underlined word refers to?  
A. Butterfly.  
B. Ants'.  
C. Cocoon.



D. Flowers.

8. In paragraph 3, Implying that the butterfly helps the ants' because?

- A. Ants' mock him.
- B. The ants' is kind to him.
- C. Ants' ask for help because they fall into the mud.
- D. Poor butterfly.

9. What is the complication in the first paragraph?

- A. The ants' mocked the ugly cocoon shape that could not go anywhere.
- B. The ants' sees the cocoon sleeping.
- C. The cocoon make fun of the ants'.
- D. Ants' do not like cocoon.

10. Where does the story above take place?(Orientation)

- A. In the garden.
- B. In the forest.
- C. In the park.
- D. In the rice field.

Text 11-20

This story takes place in a lake in the middle of a forest. A crocodile in the lake was very hungry. He saw a duck swimming on the shore of the lake. The crocodile caught the duck. But the duck begged not to be eaten for the reason of its small meat. Ducks at that time only offered a flock of goats to eat. Crocodile was tempted by the body of a goat full of meat. Crocodile search into the forest in search of goat.

After meeting the goat, the crocodile immediately caught it. But goat also begged not to be eaten, and proposed that crocodile eat elephant alone whose meat was much more. The crocodile walked back to look for the fat elephant. After a long walk, the crocodile finally found the calf. Crocodile immediately prey on it, but unexpectedly from behind there was an Elephant Mother who immediately stepped on the crocodile body. The mother elephant body was so large that it could easily stepped on a crocodile to death.

Retrieved source from : (<https://regionalpos.com/buaya-yang-serakah-kisah-ini-terjadi-di-sebuah-danau-di-tengah-hutan-seekor-buaya-yang-tengah-berada-di-dalam-danau-merasa-sangat-lapar-dia-melihat-bebek-yang-sedang-berenang-di-tepian-danau-dengan>)

11. What the text tells about?
- A. Crocodiles that pity duck.
  - B. Crocodiles that pity goat.
  - C. Greedy crocodile.
  - D. A good crocodile.
12. What the message of the story? (Re-orientation)
- A. Never trust anyone, follow our heart because determines the good or bad of us.
  - B. Never be arrogant, because will make us fall into evil
  - C. Do not be greedy and grateful for whatever has been received even a little.
  - D. Don't believe in others, believe in yourself.
13. What is the end of the story above? (Resolution)
- A. The crocodile finally found the calf.
  - B. The crocodile finally decided not to eat anything.
  - C. The crocodile finally eat the goat.
  - D. Crocodiles end up preying on goats then prey on calves
14. What is the main idea in the first paragraph?
- A. This story takes place in a lake in the middle of a forest. A crocodile in the lake was very hungry.
  - B. This story begins with a crocodile playing on the edge of a lake.
  - C. This story begins with a crocodile who was looking for a true friend.
  - D. This story begins with crocodile could not find food.
15. "He saw a duck swimming on the shore of the lake", (Paragraph 1). The underlined word refers to?
- A. Goat.

- B. Crocodile.
- C. Duck.
- D. Elephant.

16. Where did the scene of the text above take place? (Orientation)

- A. This story takes place on a beach near the forest.
- B. This story takes place in a lake by the park.
- C. This story takes place in a lake in the middle of a forest.
- D. This story takes place in a sea near a forest.

17. "Elephant Mother who immediately stepped on the crocodile body", (The last Paragraph). The underlined word is synonym with?

- A. Oppress.
- B. See.
- C. Run.
- D. Walk.

18. In paragraph 2, Implying that an elephant mother stepped on a crocodile body, because?

- A. Crocodile feeds elephant calf.
- B. Crocodile playing with elephant calf.
- C. Crocodile fight with elephant calf.
- D. Crocodile preys on elephant calf.

19. What is the complication in the first paragraph?

- A. He saw a duck swimming on the shore of the lake. The crocodile caught the duck.
- B. He saw the duck swimming while the crocodile was on the edge of the lake.
- C. He was sleeping, when the duck swam by the lake near the crocodile.
- D. He did not see the duck when the duck approached the crocodile.

20. “After meeting the goat, the crocodile immediately caught it”,  
(Paragraph 2). The underlined word refers to?

- A. Crocodile.
- B. Duck.
- C. Goat.
- D. Elephant.



## Instrument of the test cycle 2

Read the following text and answer the question correctly text!

Text 1-10

### Lion and Bear

One day a lion invites a bear to hunt together. The bear agreed because he was also hungry. They immediately headed for the grasslands because there were many prey. Arriving in the meadow, lions and bears hid among the bushes. Each of them targets the prey they will pursued. After observed the existed prey, the lion and bear came out of the hiding place simultaneously. They start chasing prey. Unwittingly, they were chasing the same prey that was a fawn. Easily, the fawn could be caught. The lion and bear immediately fought over the fawn. "This was my victim. I caught it with my strong bite," the lion said. The bear didn't want to lose, "No, this was broken. I caught him too." They continued to fight over the fawn. It was late afternoon, the lions and bears finally stopped scrambling. They were tired and just sit without being able to move their bodies.

Apparently, the wolves had witnessed their fight. Knowing that the lion and bear were tired. "Ah, this was my chance to catch a deer," thought the wolf. The wolf immediately ran and grabbed the deer. "Thank you. It was very kind of you to give me this delicious fawn," said the wolf with a smile. With the rest of the energy, lions and bears attempt to recapture their prey. But they're tired. Finally, the fawn was taken away by the wolf. "It's all our fault. If only we wanted to share, surely we would be both full now," they said with faces that looked regretful.

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1. What the text tells about?
  - A. The greedy lion and bear.
  - B. Selfish lion.
  - C. Selfish bear.
  - D. A fight between a lion and a bear.
2. Where is the scene where the lion and bear hunt together?  
(Orientation)
  - A. Meadow.
  - B. Flower garden.
  - C. Lakeside.
  - D. Desert.

3. What the message of the story?(Re-orientation)
  - A. No one should ever be selfish towards a friend.
  - B. A true friend does not want to fight for a moment.
  - C. Don't ever regret it lately think about what you want to do.
  - D. Everything is true.
  
4. “They immediately headed for the grasslands because there were many prey”, (Paragraph 1). The underlined word refers to?
  - A. Lion and Bear.
  - B. Lion and Duck.
  - C. Bear and Duck.
  - D. Duck and Crocodile
  
5. In paragraph 1, Implying that arriving in the pasture lion and bear hide among the bushes, because?
  - A. They were after the elephant calf they will catch to eat together.
  - B. They were thinking of finding a way to get the fawn right in front of their eyes.
  - C. Each of them targeted the prey they were about to pursue.
  - D. Everything is true.
  
6. What is the main idea in the first paragraph?
  - A. One day a lion invites a bear to hunt together, the bear agreed because he was also hungry. Helping the lion.
  - B. One day the lion asked the bear to find food to eat together.
  - C. One day there lived a lion and a bear. The lion would considered the bear a friend if the bear managed to get food.
  - D. In the forest, the lion fight with the fawn because the lion insists on eating the fawn.
  
7. What is the complication in the first paragraph?
  - A. They were chasing the same prey that was a fawn.
  - B. They see a broken child running.
  - C. They cannot find prey.
  - D. They were still waiting for their prey.
  
8. “Ah, this is my chance to catch a deer”, (Paragraph 2). The synonym of the underlined word is?

- A. Accept.
- B. Arrest.
- B. Let.
- C. Chase away.

9. What is the end of the story above?(Resolution)

- A. Finally, they caught another animal because the fawn had run away.
- B. Finally, they eat it right away because they do not want to wait long to eat it.
- C. Finally, the fawn leaved as they fight over the loose fawn.
- D. Finally, the wolf took the deer away. If only they wanted to share, they would both be full.

10. "After observed the existed prey", (Paragraph 1).The synonym of the underlined word is?

- A. Ponder.
- B. Close eyes.
- C. Cry.
- D. See.

Text 11-20

#### Rooster and Wolf

One day, a hungry wolf went after a rooster. He approached the rooster slowly and immediately pounced on it. The rooster was about to escape, but one of his legs was grabbed by the wolf. "Gotcha!" said the wolf who immediately took the rooster to his house. The wolf salivated at the thought of delicious chicken meat. He was so hungry that he couldn't wait to devour his prey.

However, just as the wolf was about to devour it, the rooster said, "Hey, I beg you to pray before you eat." The wolf put off his desire to devour the rooster. "How to pray? Tell me," said the confused wolf. "Human folds his arms across his chest while praying," said the rooster. The wolf folded his arms across his chest. "Man closes his eyes when he prays," said the rooster again. Then the wolf closed his eyes. When the wolf closed his eyes, the rooster quickly flew away. "Hahaha, goodbye wolves!" said the rooster, happy to have escaped the wolf. So, save the rooster from the wolf clutches. Meanwhile, the wolf sat dumbfounded to see the rooster was gone.

Retrieved source from: (<https://www.scribd.com/document/409900470/Singa-dan-Beruang-docx>)

11. What the text tells about?

- A. Clever rooster.

- B. Stupid wolf.  
C. Rooster and wolf friends.  
D. The rooster has been eat.
12. “He approached the rooster slowly and immediately pounced on it”, (Paragraph 1). The underlined word refers to?  
A. Rooster.  
B. Wolf.  
C. Chick.  
D. Wolf boy.
13. What is the complication in the first paragraph?  
A. He approached the rooster to scold him. He approached the rooster to tell a story.  
B. He approached the rooster slowly and immediately pounced on it, the Rooster was about to escape, but one of his legs was caught by the wolf.  
C. He approached the rooster to tell a story.  
D. Everything is true.
14. “The wolf salivated at the thought of delicious chicken meat”, (Paragraph 1).The antonym of the underlined word is?  
A. Tasty.  
B. Very good.  
C. Nice.  
D. Tasteless.
15. What is the main idea in the first paragraph?  
A. One day, a hungry wolf went after a rooster, he approached the rooster slowly and immediately pounced on it.  
B. One day, the wolf was very hungry and salivated when he thought of the delicious chicken meat in front of his eyes.  
C. One day, the wolf who felt sorry for the rooster put off his desire to eat the rooster.  
D. One day, when the wolf was thinking about his intentions, unexpectedly the rooster ran away because he did not want to be eat by the wolf.
16. What the message of the story? (Re-orientation)



- A. Do not neglect the enemy.
- B. Do not trust other people too easily.
- C. Never waste time on valuable things.
- D. Everything is true.

17. In paragraph 1, implying that the rooster was about to escape, but?

- A. The wolf grabbed one of his legs.
- B. The wolf did not give the rooster a chance to escape.
- C. The rooster does not know how.
- D. The wolf does not want to leave behind.

18. What is the end of the story above? (Resolution)

- A. After the wolf gave up his intention to eat the rooster, the wolf finally decided to eat the rooster.
- B. The rooster asked the wolf to eat it because the rooster could not live his life.
- C. After deceiving the wolf, the rooster quickly flew away and said goodbye to the wolf who was stunned to see him.
- D. After the wolf felt sorry for the rooster, finally the wolf asked the rooster to leave.

19. In paragraph 2, implying that a hungry wolf chased a rooster. He approached the rooster slowly and?

- A. Playing with the rooster.
- B. Immediately pounced on it.
- C. Startle the rooster.
- D. Directly eat the rooster.

20. "He was so hungry that he couldn't wait to devour his prey", (Paragraph 1). The underlined word refers to?

- A. Wolf.
- B. Rooster.
- C. Chick.
- D. Wolf boy.

### Instrument of test cycle 3

Read the following text and answer the question correctly text!

Text 1-10

One day the frog wants to find new activities, namely by adventured around the lake. With a very happy heart the frog jumped up from the lake. The frog was surprised, because the frog found a rocking bush. Shortly thereafter from behind the bushes came a python. The frog was very surprised and tried to stay away from the python, then the frog tried to return to the lake again. Before the frog ran away from the snake, it turned out that the python realized the existence of the frog. And the snake tried to get closed to the frog and slithered quickly. When the snake was closed to the frog, it immediately raised its head high and said, "What fat frog were you going to do in this forest?" Because he already had a premonition that it would be eaten by snakes, the frog was very afraid of the snake and the frog always tried to stay away from the snake. And at that time the snake said that he would not eat the frog because the snake had eaten a small rabbit. After saying so, the snake said, "I don't want to eat you frog, I just want to adventured and find new activities". Finally the snake offered the frog an exciting adventured and the frog agrees to the snake offer.

The snake gives the frog a condition, if the frog wants to tried the new adventured offered by the snake, then he must explore this forest alone. But the frog has never searched around the forest because he was afraid of the prey of other wild animals. The snake also knew that the frog did not dare to explore such a large forest alone. Then the snake offered to help accompany the frog through the forest. The serpent said, "O frog, find a rope and tie it to my tail." The frog asked, "O serpent for what was the rope for?" The rope was useful to keep the frog from being left far behind when in the forest, so the frog will remain safe with the snake.

The inexperienced frog through the forest did not think long and immediately accepted the offer of the snake. Innocently the frog also looked for a rope and tied his stomach with the tail of the snake. After the frog stomach was tied to the snake tail, then they began to walk through the forest, and once in the middle of the forest, the snake had bad intentions, The snake wanted to try to buy the frog body tied to its tail. The snake began tried to buy the frogbody but the frog body was struck by an eagle and held in the air. And the eagle realized that he also caught python because their tail were tied to frog.

Retrieved source from: (<https://www.scribd.com/document/470110386/CERITA-FABEL-SINGKAT>)

1. What the text tells about?
  - A. A python.
  - B. Curious frog.
  - C. The life of a frog and a python.
  - D. Plain frog.
2. "Because the frog found a rocking bush", (Paragraph 1). The Synonym of the underlined word is?
  - A. Remove.

- B. Discover.  
C. Give.  
D. Eat.
3. What is the main idea in the first paragraph?
- A. One day there lived a frog by the lake who wanted to find food around the lake.  
B. One day the frog met a python who offered the frog an adventure around the lake.  
C. One day the python wanted to try twisting the frog body that tied to its tail because it wanted to kill the frog.  
D. One day the frog wants to find new activities, namely by adventure around the lake.
4. In paragraph 1, implying that with a very happy heart the frog jumped up from the lake. The frog was surprised, because?
- A. Wavy water.  
B. The frog found a rocking bush.  
C. There was a mouse deer.  
D. There was something that frog don't see clearly that scares frog.
5. "Because he already had a premonition that it would be eaten by snakes", (Paragraph 1). The underlined word refers to?
- A. Frog.  
B. Python.  
C. Snake.  
D. Tiger.
6. "And the snake tried to get close to the frog and slithered quickly", (Paragraph 1). The antonym of the underlined word is?
- A. Slowly.  
B. Fast.  
C. Late.  
D. Currently.
7. "I don't want to eat you frog", (Paragraph 1). The underlined word refers to.?

- A. Cobra.
  - B. Rabbit.
  - C. Frog.
  - D. Python.
8. In paragraph 1, Implying that the frog was very surprised and tried to stay away from?
- A. A bear.
  - B. A tiger.
  - C. A python.
  - D. A rabbit.
9. What is the end of the story above? (Resolution)
- A. Finally, the frog body struck by an eagle and held in the air, And the eagle realized that he also caught a python because its tail was tied to a frog.
  - B. Finally, the python ate the frog because the frog believed in the python trick of wanting to eat it.
  - C. Finally, the python ate the frog and the eagle watched.
  - D. Finally the frog ran away when the eagle attacked the python which was trying to wrap around the frog
10. What is the complication in the third paragraph?
- A. The python had bad intentions he wanted to try to twist the frog body tied to its tail.
  - B. During the trip when the python carried the frog on its tail, the frog wanted to run away without the python knowing.
  - C. The frog innocently looked for a rope and tied his stomach with a python tail and their goal was to explore the forest together.
  - D. Python do not like frog because frog want to have fun by fooling python by tying the frog to the python tail so it does not have trouble when traveling.

Text 11-20

### Elephant, Buffalo and Tiger

One day in the forest there lived a buffalo that was looking for an elephant. This buffalo looking for elephant aims so that elephant want to accompany him to find food in the forest. After a long time the buffalo searched finally he saw the elephant who was casually walking on the edge of the forest. And finally the elephant wants to accompany the buffalo to find food, but when on the road before meeting the elephant the buffalo meet the tiger first. The buffalo also asked the tiger to accompany him for

food in the forest and the tiger accepted his invitation. After the buffalo gathered elephant and tiger, then the three animals tried to hunt for food together. The three animals tried to capture the other animals and snatched the food of other animals as well. The three animals work very much together to hunt for food in the forest. The animals began to go hunting for food from the morning until the afternoon. Buffalo, elephant, and tiger have managed to capture other animals and seize their food. They managed to get various types of food collected ranging from fruits to live animals.

After all the food was collected, the tiger appoints the buffalo to divided the food that has been obtained. The buffalo calculated the amount of food that had been obtained and divided the three fairly. After the food was divided by three, the tiger felt the division carried out by the buffalo was unfair and finally the tiger began to get angry, finally the tiger invited the buffalo to take a handle and began to pounced on the buffalo which made the tiger food pile increased. “The tiger still feel less with the pile of food he gets. Finally after that the tiger pointed at the elephant, and asked the elephant to divide its food. After the food brought by the elephant was divided equally, the tiger felt that it was still lacking finally he also pounced on the elephant. The tiger was very greedy because he felt lack of food and pounced on his two friends earlier.

Retrieved source from: (<https://belajargiat.id/cerita-fabel-gajah-kerbau-harimau/>)

11. What the text tells about?
- A. The story of a greedy tiger to his friends.
  - B. The story of a greedy elephant to his friends.
  - C. The story of a greedy buffalo to his friends.
  - D. The true friendship story of the three animals.
12. What is the main idea in the first paragraph?
- A. One day in the forest lived a rabbit that was looking for an elephant, this buffalo looking for elephant aimed at the elephant to accompany him to find food in the forest.
  - B. One day in the forest lived a frog that was looking for an elephant, this buffalo looking for elephant aimed at the elephant to accompany him to find food in the forest. Never stick to something.
  - C. One day in the forest there lived a buffalo that was looking for an elephant, this buffalo looking for elephant aims so that elephant want to accompany him to find food in the forest.
  - D. One day in the forest lived a python that was looking for an elephant, this buffalo looking for elephant aimed at the elephant to accompany him to find food in the forest.
13. “After all the food is collected”, (Paragraph 2).The synonym of the underlined word is?
- A. Compile/gather.

- B. Inseparable.  
C. Touched.  
D. Inedible.
14. “The buffalo also asked the tiger to accompany him for food in the forest and the tiger accepted his invitation”, (Paragraph 1).The underlined word refers to?
- A. Tiger.  
B. Buffalo.  
C. Elephant.  
D. Frog.
15. What the message of the story?(Re-orientation)
- A. Be nice so that people like you, because if you are not nice you will be alone because people shunned you.  
B. Never have greedy and less nature, so as not to shun by others.  
C. We cannot stay away from friends, because we need someone to talk to, share and socialize.  
D. Tiger was not good for friends, because tiger was wild animal, so stay away from friends who are like dangerous tiger.
16. What is the complication in the second paragraph?
- A. The tiger felt the division carried out by the buffalo was unfair and finally the tiger began to get angry.  
B. The tiger was very kind to his friends because the tiger divides the food fairly to eat together.  
C. The tiger lets his friends eat the food first because he cares more about his friends than the food.  
D. The buffalo was very kind to his friends because the buffalo divides the food fairly to eat together.
17. Where did the scene of the text above take place?(Orientation)
- A. Sea.  
B. Beach.  
C. Lake.  
D. Forest.
18. What is the end of the story above?(Resolution)
- A. They enjoy the food they have been looking for together, they really enjoy the results of their cooperation.  
B. The tiger was very greedy because he felt a lack of food and

pounced on his two friends earlier.

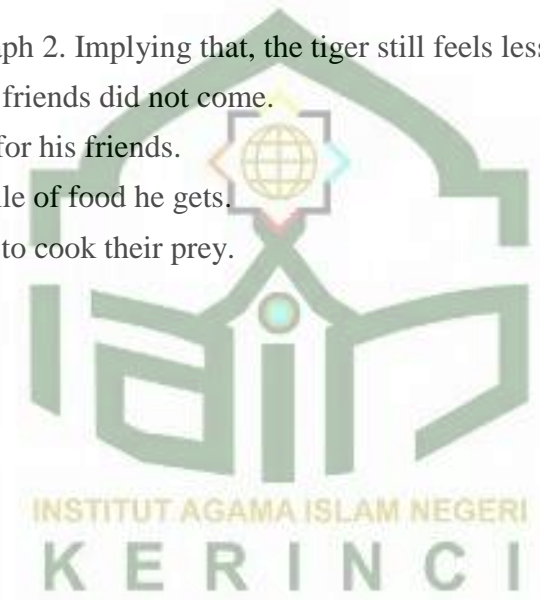
- C. The tiger sulks because it does not get food because its friends were very greedy with food.
- D. They all fight because they do not want to lose because they fight over the food that has been collected.

19. “The tiger still feels less with the pile of food he gets”, (Paragraph 2).  
The underlined word refers to?

- A. Tiger.
- B. Buffalo.
- C. Elephant.
- D. Rabbit.

20. In paragraph 2. Implying that, the tiger still feels less with?

- A. Many friends did not come.
- B. Food for his friends.
- C. The pile of food he gets.
- D. Tools to cook their prey.



## Appendix

### The Key Answer

#### Cycle 1

|       |       |       |       |
|-------|-------|-------|-------|
| 1. C  | 6. A. | 11. C | 16. C |
| 2. A  | 7. B  | 12. C | 17. A |
| 3. C. | 8. C  | 13. C | 18. D |
| 4. C  | 9. A  | 14. A | 19. A |
| 5. A  | 10. C | 15. B | 20. C |

#### Cycle II

|      |       |       |       |
|------|-------|-------|-------|
| 1. A | 6. A  | 11. A | 16. D |
| 2. A | 7. B  | 12. A | 17. A |
| 3. D | 8. B  | 13. B | 18. C |
| 4. A | 9. D  | 14. D | 19. B |
| 5. C | 10. D | 15. A | 20. A |



#### Cycle III

|      |       |       |       |
|------|-------|-------|-------|
| 1. C | 6. A  | 11. A | 16. A |
| 2. B | 7. D  | 12. C | 17. D |
| 3. C | 8. C  | 13. A | 18. B |
| 4. B | 9. A  | 14. B | 19. A |
| 5. A | 10. A | 15. B | 20. C |



## Appendix

**Table 10: The Try Out Data Result**

| <b>Students' Code</b> | <b>Score</b> |
|-----------------------|--------------|
| A1                    | 65           |
| A2                    | 40           |
| A3                    | 80           |
| A4                    | 45           |
| A5                    | 75           |
| A6                    | 50           |
| A7                    | 85           |
| A8                    | 90           |
| A9                    | 80           |
| A10                   | 80           |
| A11                   | 90           |
| A12                   | 55           |
| A13                   | 50           |
| A14                   | 85           |
| A15                   | 50           |
| A16                   | 45           |
| A17                   | 90           |
| A18                   | 85           |
| A19                   | 50           |
| A20                   | 85           |
| A21                   | 55           |
| A22                   | 55           |
| A23                   | 75           |
| A24                   | 65           |
| $\Sigma X$            | <b>1.625</b> |
| <b>X</b>              | <b>67,71</b> |

**Appendix 4**

**VALIDITY TEST**

Table 11: Cycle 1

| Item | Rater |   |   | S1 | S2 | S3 | $\sum s$ | n(c-1) | V           | Description |
|------|-------|---|---|----|----|----|----------|--------|-------------|-------------|
|      | 1     | 2 | 3 |    |    |    |          |        |             |             |
| 1    | 4     | 4 | 4 | 3  | 3  | 3  | 9        | 9      | 1           | HIGH        |
| 2    | 4     | 4 | 4 | 3  | 3  | 3  | 9        | 9      | 1           | HIGH        |
| 3    | 4     | 4 | 4 | 3  | 3  | 3  | 9        | 9      | 1           | HIGH        |
| 4    | 4     | 4 | 4 | 3  | 3  | 3  | 9        | 9      | 1           | HIGH        |
| 5    | 3     | 4 | 4 | 2  | 3  | 3  | 8        | 9      | 0.888888889 | HIGH        |
| 6    | 4     | 3 | 4 | 3  | 2  | 3  | 8        | 9      | 0.888888889 | HIGH        |
| 7    | 3     | 4 | 4 | 2  | 3  | 3  | 8        | 9      | 0.888888889 | HIGH        |
| 8    | 4     | 3 | 4 | 3  | 2  | 3  | 8        | 9      | 0.888888889 | HIGH        |
| 9    | 4     | 4 | 4 | 3  | 3  | 3  | 9        | 9      | 1           | HIGH        |
| 10   | 4     | 4 | 4 | 3  | 3  | 3  | 9        | 9      | 1           | HIGH        |
| 11   | 4     | 4 | 4 | 3  | 3  | 3  | 9        | 9      | 1           | HIGH        |
| 12   | 4     | 4 | 4 | 3  | 3  | 3  | 9        | 9      | 1           | HIGH        |
| 13   | 4     | 4 | 4 | 3  | 3  | 3  | 9        | 9      | 1           | HIGH        |
| 14   | 4     | 4 | 4 | 3  | 3  | 3  | 9        | 9      | 1           | HIGH        |
| 15   | 3     | 4 | 4 | 2  | 3  | 3  | 8        | 9      | 0.888888889 | HIGH        |
| 16   | 4     | 4 | 4 | 3  | 3  | 3  | 9        | 9      | 1           | HIGH        |
| 17   | 4     | 4 | 4 | 3  | 3  | 3  | 9        | 9      | 1           | HIGH        |
| 18   | 4     | 3 | 4 | 3  | 2  | 3  | 8        | 9      | 0.888888889 | HIGH        |
| 19   | 4     | 4 | 4 | 3  | 3  | 3  | 9        | 9      | 1           | HIGH        |
| 20   | 3     | 4 | 4 | 2  | 3  | 3  | 8        | 9      | 0.888888889 | HIGH        |

Table 12. Cycle 2

| Item | Rater |   |   | S1 | S2 | S3 | $\Sigma s$ | n(c-1) | V           | Description |
|------|-------|---|---|----|----|----|------------|--------|-------------|-------------|
|      | 1     | 2 | 3 |    |    |    |            |        |             |             |
| 1    | 3     | 4 | 4 | 2  | 3  | 3  | 8          | 9      | 0.888888889 | HIGH        |
| 2    | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 3    | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 4    | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 5    | 4     | 3 | 4 | 3  | 2  | 3  | 8          | 9      | 0.888888889 | HIGH        |
| 6    | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 7    | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 8    | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 9    | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 10   | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 11   | 3     | 4 | 4 | 2  | 3  | 3  | 8          | 9      | 0.888888889 | HIGH        |
| 12   | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 13   | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 14   | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 15   | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 16   | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 17   | 4     | 3 | 4 | 3  | 2  | 3  | 8          | 9      | 0.888888889 | HIGH        |
| 18   | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 19   | 4     | 3 | 4 | 3  | 2  | 3  | 8          | 9      | 0.888888889 | HIGH        |
| 20   | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |

Table 13. Cycle

| Item | Rater |   |   | S1 | S2 | S3 | $\Sigma s$ | n(c-1) | V           | Description |
|------|-------|---|---|----|----|----|------------|--------|-------------|-------------|
|      | 1     | 2 | 3 |    |    |    |            |        |             |             |
| 1    | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 2    | 3     | 4 | 4 | 2  | 3  | 3  | 8          | 9      | 0.888888889 | HIGH        |
| 3    | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 4    | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 5    | 4     | 3 | 4 | 3  | 2  | 3  | 8          | 9      | 0.888888889 | HIGH        |
| 6    | 3     | 4 | 4 | 2  | 3  | 3  | 8          | 9      | 0.888888889 | HIGH        |
| 7    | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 8    | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 9    | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 10   | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 11   | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 12   | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 13   | 3     | 4 | 4 | 2  | 3  | 3  | 8          | 9      | 0.888888889 | HIGH        |
| 14   | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 15   | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 16   | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 17   | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 18   | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |
| 19   | 4     | 3 | 4 | 3  | 2  | 3  | 8          | 9      | 0.888888889 | HIGH        |
| 20   | 4     | 4 | 4 | 3  | 3  | 3  | 9          | 9      | 1           | HIGH        |

## Appendix

### Reliability of Test

$$N = 24$$

$$\sum X_t = 326$$

$$\sum X_t^2 = 4694$$

$$\sum pq = 4,145833$$

$$St^2 = \sum X_t^2 - \frac{(\sum X_t)^2}{N}$$

$$= 4694 - \frac{(326)^2}{24}$$

$$= 4694 - \frac{(106.276)}{24}$$

$$= 4694 - 4.428,16667$$

$$= 265,83333$$

$$St_2 = \frac{\sum X_t^2}{N} = \frac{265,83333}{24} = 11,0763888$$

$$r_1 = \left(\frac{N}{N-1}\right) \left(\frac{St^2 - \sum pq}{St^2}\right)$$

$$= \left(\frac{24}{24-1}\right) \left(\frac{11,0763888 - 4,145833}{11,0763888}\right)$$

$$= \left(\frac{24}{23}\right) \left(\frac{6,9305558}{11,0763888}\right)$$

$$= 1,04347826 \times 0,62570536$$

$$= 0,653$$



## Appendix

**Table 14: Students' score in cycle 1  
the range of the students score**

| NO. | Students' Name | Score        |
|-----|----------------|--------------|
| 1.  | A1             | 85           |
| 2.  | A2             | 75           |
| 3.  | A3             | 75           |
| 4.  | A4             | 70           |
| 5.  | A5             | 70           |
| 6.  | A6             | 75           |
| 7.  | A7             | 80           |
| 8.  | A8             | 80           |
| 9.  | A9             | 70           |
| 10. | A10            | 75           |
| 11. | A11            | 75           |
| 12. | A12            | 75           |
| 13. | A13            | 70           |
| 14. | A14            | 80           |
| 15. | A15            | 70           |
| 16. | A16            | 70           |
| 17. | A17            | 80           |
| 18. | A18            | 85           |
| 19. | A19            | 75           |
| 20. | A20            | 75           |
| 21. | A21            | 80           |
| 22. | A22            | 70           |
|     | $\Sigma X$     | <b>1.660</b> |
|     | $\bar{X}$      | <b>75,45</b> |

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

Where :

$\bar{X}$  = Mean/Students Score

$N$  = Sum of Student

$\Sigma X$  = The Total Score

$$\text{Mean} = \frac{1.660}{22}$$

$$= 75,45$$

**Table 120. Students Score in Cycle**

**The range of the Students' Score**

| <b>NO.</b> | <b>Students' Name</b> | <b>Score</b> |
|------------|-----------------------|--------------|
| 1.         | A1                    | 100          |
| 2.         | A2                    | 75           |
| 3.         | A3                    | 85           |
| 4.         | A4                    | 80           |
| 5.         | A5                    | 85           |
| 6.         | A6                    | 80           |
| 7.         | A7                    | 75           |
| 8.         | A8                    | 95           |
| 9.         | A9                    | 85           |
| 10.        | A10                   | 80           |
| 11.        | A11                   | 85           |
| 12.        | A12                   | 85           |
| 13.        | A13                   | 90           |
| 14.        | A14                   | 80           |
| 15.        | A15                   | 90           |
| 16.        | A16                   | 75           |
| 17.        | A17                   | 80           |
| 18.        | A18                   | 85           |
| 19.        | A19                   | 80           |
| 20.        | A20                   | 80           |
| 21.        | A21                   | 75           |
| 22.        | A22                   | 95           |
|            | $\Sigma X$            | <b>1.840</b> |
|            | $\bar{X}$             | <b>83,63</b> |

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

Where :

$\bar{X}$  = Mean/Students Score

$N$  = Sum of Student

$\Sigma X$  = The Total Score

$$\text{Mean} = \frac{1.840}{22}$$

$$= 83,63$$

**Table 121. Students Score in Cycle**

**The range of the Students' Score**

| NO. | Students' Name | Score        |
|-----|----------------|--------------|
| 1.  | A1             | 100          |
| 2.  | A2             | 80           |
| 3.  | A3             | 85           |
| 4.  | A4             | 95           |
| 5.  | A5             | 85           |
| 6.  | A6             | 80           |
| 7.  | A7             | 90           |
| 8.  | A8             | 95           |
| 9.  | A9             | 85           |
| 10. | A10            | 80           |
| 11. | A11            | 85           |
| 12. | A12            | 85           |
| 13. | A13            | 80           |
| 14. | A14            | 80           |
| 15. | A15            | 85           |
| 16. | A16            | 75           |
| 17. | A17            | 80           |
| 18. | A18            | 85           |
| 19. | A19            | 80           |
| 20. | A20            | 100          |
| 21. | A21            | 75           |
| 22. | A22            | 90           |
|     | $\Sigma X$     | <b>1.875</b> |
|     | $\bar{X}$      | <b>85,22</b> |

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

Where :

$\bar{X}$  = Mean/Students Score

$N$  = Sum of Student

$\Sigma X$  = The Total Score

$$\text{Mean} = \frac{1.875}{22}$$

$$= 85,22$$



## Appendix 7

### FIELD NOTES

Cycle I : I (One)

Meeting I

Day/Date : Friday, May 13, 2022

IMPROVING STUDENTS' READING COMPREHENSION THROUGH CHUNKING STRATEGY IN TEACHING NARRATIVE TEXT AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 5 KERINCI IN ACADEMIC 2021/2022.

Collaborators' Opinions:

1. Students look awkward following class
2. Some students look lazy to follow the class.
3. Students looked shy to answer the researcher questions.
4. Students began to follow the instructions given by the researcher.
5. Students have not been able to understand the text by using the chunking strategy.
6. Some students go in and out of class.
7. The researcher had difficulty handling the class.

**Collabulator**

**EDRAYENTL, S.Pd.**

**NIP.196808121992032005**

## FIELD NOTES

Cycle I : I (One)

Meeting 2

Day/Date : Tuesday, May 17, 2022

IMPROVING STUDENTS' READING COMPREHENSION THROUGH  
CHUNKING STRATEGY IN TEACHING NARRATIVE TEXT AT THE EIGHTH  
GRADE OF STATE JUNIOR HIGH SCHOOL 5 KERINCI IN ACADEMIC  
2021/2022.

Collaborators' Opinions:

1. Students seem to be familiar with the researcher.
2. Students were still confused to understand the text.
3. Students followed the researcher instructions to bring the dictionary.
4. Students open the dictionary in the process of understanding reading the text.

**Collabulator**

**EDRAYENTI, S.Pd.**

**NIP.196808121992032005**

## FIELD NOTES

Cycle I : I (One)

Meeting 3

Day/Date : Wednesday, May 18, 2022

IMPROVING STUDENTS' READING COMPREHENSION THROUGH CHUNKING STRATEGY IN TEACHING NARRATIVE TEXT AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 5 KERINCI IN ACADEMIC 2021/2022.

Collaborators' Opinions:

1. Students still have difficulty and confused in translating words.
2. Students begin to be able to do individually in answered questions.
3. The researcher can handle the class even though there were some noisy students.
4. Researcher was confident in explained the material.

**Collabulator**

**EDRAYENTI, S.Pd.**

**NIP.196808121992032005**

## FIELD NOTES

Cycle I : II (Two)

Meeting 1

Day/Date : Tuesday, May 24, 2022

IMPROVING STUDENTS' READING COMPREHENSION THROUGH CHUNKING STRATEGY IN TEACHING NARRATIVE TEXT AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 5 KERINCI IN ACADEMIC 2021/2022.

Collaborators' Opinions:

1. Students do not go in and out of class.
2. Some students have started to be active in the learning process.
3. Students cannot translate unknown words. However, students immediately open the dictionary to look up the meaning of the word.
4. The researcher applies a few jokes in order to handle the class.
5. The researcher can handle the class.

**Collabulator**

**EDRAYENTI, S.Pd.**

**NIP.196808121992032005**

## FIELD NOTES

Cycle I : II (Two)

Meeting 2

Day/Date : Wednesday, May 25, 2022

IMPROVING STUDENTS' READING COMPREHENSION THROUGH CHUNKING STRATEGY IN TEACHING NARRATIVE TEXT AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 5 KERINCI IN ACADEMIC 2021/2022.

Collaborators' Opinions:

1. Students happily started the class with the researcher.
2. Students were very enthusiastic in answering questions.
3. Students can enjoy class by applying chunking strategy.
4. Students were confident when the researcher asks students to write answers on the blackboard.
5. Researcher still controls students by giving instructions during the learning process.

**Collaborator**

**EDRAYENTI, S.Pd.**

**NIP.196808121992032005**

## FIELD NOTES

Cycle I : II (Two)

Meeting 3

Day/Date : Friday, May 27, 2022

IMPROVING STUDENTS' READING COMPREHENSION THROUGH CHUNKING STRATEGY IN TEACHING NARRATIVE TEXT AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 5 KERINCI IN ACADEMIC 2021/2022.

Collaborators' Opinions:

1. Students enjoy class.
2. Students can connect sentences into a meaning.
3. Students do not hesitate to open the dictionary and make synonyms for unknown words.
4. Researcher can control the class.



**Collaborator**

**EDRAYENTI, S.Pd.**

**NIP.196808121992032005**

## FIELD NOTES

Cycle I : III (Three)

Meeting 1

Day/Date : Friday, June03, 2022

IMPROVING STUDENTS' READING COMPREHENSION THROUGH CHUNKING STRATEGY IN TEACHING NARRATIVE TEXT AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 5 KERINCI IN ACADEMIC 2021/2022.

Collaborators' Opinions:

1. Students have high enthusiasm and attention in the learning process.
2. Students understand what done during the learning process.
3. The researcher looks easy to control the students.



**Collabulator**

**EDRAYENTI, S.Pd.**

**NIP.196808121992032005**

## FIELD NOTES

Cycle I : III (Three)

Meeting 2

Day/Date : Wednesday, June08, 2022

IMPROVING STUDENTS' READING COMPREHENSION THROUGH CHUNKING STRATEGY IN TEACHING NARRATIVE TEXT AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 5 KERINCI IN ACADEMIC 2021/2022.

Collaborators' Opinions:

1. Most of the students were active in the learning process such as enthusiastically wanting to write answers on the blackboard.
2. Students can relate phrases to meanings in their own language.
3. Researcher provides a good explanation in the learning process.
4. Researcher master the class in the learning process

**Collabulator**

**EDRAYENTI, S.Pd.**

**NIP.196808121992032005**



## FIELD NOTES

Cycle I : III (Three)

Meeting 3

Day/Date : Friday, June 10, 2022

IMPROVING STUDENTS' READING COMPREHENSION THROUGH CHUNKING STRATEGY IN TEACHING NARRATIVE TEXT AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 5 KERINCI IN ACADEMIC 2021/2022.

Collaborators' Opinions:

1. Students eager to attend class.
2. Students were still active in the learning process.
3. Students were happy to understand the material with the strategy applied by the researcher.
4. Students can answer questions with good answers.
5. Researcher motivates students.

**Collaborator**

**EDRAYENTI, S.Pd.**

**NIP.196808121992032005**

## Appendix 8

### Observation Sheet

Cycle 1

Meeting 1

Date : May 13, 2022

| No | Activities        | Researcher  | Students'  |
|----|-------------------|---|--|
| 1. | Greeting          | Researcher greets students<br>Assalamu'alaikum<br>wr..wb..  | Students answer the<br>researcher greeting<br>Wa'alaikmsalam<br>wr..wb..                           |
| 2. | Absent            | Researcher checks the<br>students' attendance and<br>introduces the students'<br>name.  | Students answer the<br>researcher with<br>"Present miss" and<br>students introduce their<br>name.  |
| 3. | Introduce         | Researcher introduces the<br>name.  | Students ask about the<br>background of the<br>researcher  |
| 4. | Start to learning | The researcher explains<br>the aims and objectived of<br>the research conducted<br>and provides an<br>explanation of student<br>learning. | Focus on the researcher<br>explanation.  |
| 5. | Learning          | The researcher gave an<br>example of a narrative text<br>to the students then the<br>researcher gave directions.                          | Students focus on the<br>text and pay attention<br>to the direction of the<br>researcher and work. |
| 6. | Ask/Answer        | The researcher asked the<br>students' understanding in<br>reading the example of<br>narrative text.                                       | Students explain about<br>student understanding.   |

|     |          |  |   |
|-----|----------|--|---|
| 7.  | Exercise | The researcher provides training according to the direction of the researcher.   | Students do the exercises according to the direction of the researcher. |
| 8.  | Check    | Correct student answers.   | Students answer questions.  |
| 9.  | Explain  | The researcher provides further explanation about the narrative text.            | Focus on the researcher explanation.                                    |
| 10. | Closing  | The researcher thanks you for your attention and says Wassalamu'alaikum wr..wb.. | Students answer Wa'alaikumsalam wr..wb..                                |

Siulak Mukai, May 13, 2022

Researcher

INSTITUT AGAMA ISLAM NEGERI  
KERINCI

**Ketrin Utari**

**NIM. 1810203071**

## Observation Sheet

Cycle 1

Meeting 2

Date : May 17, 2022

| No | Activities        | Researcher  | Students'   |
|----|-------------------|---|---|
| 1. | Greeting          | Researcher greets students<br>Assalamu'alaikum<br>wr..wb..  | Students' answer the<br>researcher greeting<br>Wa'alaikmsalam<br>wr..wb..                         |
| 2. | Absent            | Researcher checks the<br>students' attendance and<br>introduces the students'<br>name.  | Students answer the<br>researcher with<br>"Present miss" and<br>students introduce their<br>name. |
| 3. | Checking          | Researcher measure<br>students' understanding.  | Students' give their<br>opinion.  |
| 4. | Start to learning | The researcher explained<br>the learning material.  | Focus on the researcher<br>explanation.   |
| 5. | Learning          | The researcher provides<br>examples of reading texts<br>about narrative texts and<br>directs students to<br>understand the sample<br>texts by using chunking<br>strategies. | Students focus on<br>learning.  |
| 6. | Ask/Answer        | Ask students'<br>understanding of reading   | Students explain what<br>they understand.   |

|     |          |   |   |
|-----|----------|---|---|
| 7.  | Exercise | narrative text.<br><br>The researcher provides training according to the direction of the researcher. | Students do the exercises according to the direction of the researcher. |
| 8.  | Check    | Correct student answers.  | Students answer questions.  |
| 9.  | Explain  | The researcher provides further explanation about the narrative text.                                 | Focus on the researcher explanation.                                    |
| 10. | Closing  | Researcher say goodbye and see you at the next meeting and say Wassalamu'alaikum wr..wb..             | Students answer Wa'alaikumsalam wr..wb..                                |

INSTITUT AGAMA ISLAM Negeri Siulak Mukai, May 17, 2022

K E R I N G I Researcher

**Ketrin Utari**

**NIM. 1810203071**

## Observation Sheet

Cycle 1

Meeting 3

Date : May 18, 2022

| No | Activities        | Researcher   | Students'   |
|----|-------------------|--|---|
| 1. | Greeting          | Researcher greets students<br>Assalamu'alaikum<br>wr..wb..   | Students answer the<br>researcher greeting<br>Wa'alaikmsalam<br>wr..wb..  |
| 2. | Praying           | The researcher asks the<br>students to pray.   | The students pray.  |
| 3. | Absent            | Researcher checks the<br>students' attendance and<br>asked about students'<br>understanding of<br>yesterday's lesson.              | Students answer the<br>researcher with<br>"Present miss" and<br>Students explain what<br>they remember about<br>yesterday's lesson. |
| 4. | Start to learning | The researcher explained<br>the learning material.   | Focus on the researcher<br>explanation.   |
| 5. | Learning          | Distribute texts containing<br>examples of narrative<br>texts to students and<br>provide reading<br>comprehension<br>instructions. | Students focus on the<br>text and on the<br>researcher explanation.   |

|    |            |  |  |
|----|------------|--|--|
| 6. | Ask/answer | Ask students' understanding of reading narrative text.   |  |
| 7. | Exercise   | The researcher provides training according to the direction of the researcher.   | Students explain what they understand.   |
| 8. | Check      | Correct student answers.   | Students do the exercises according to the direction of the researcher.                      |
| 9. | Closing    | The researcher closed the class and said goodbye at the next meeting, and said that he would do a test to find out the improvement of students' reading comprehension and said Wassalamualaikum wr..wb.. | Students answer questions.<br><br>Students answered "okey miss",<br>Wa'alaikumsalam wr..wb.. |

Siulak Mukai, May 18, 2022

INSTITUT AGAMA ISLAM NEGERI  
KERINCI  
Researcher

**Ketrin Utari**

**NIM. 1810203071**

### Observation Sheet

Cycle 2

Meeting 1

Date : May 24, 2022

| No | Activities        | Researcher   | Students'  |
|----|-------------------|--|--|
| 1. | Greeting          | Researcher greets students<br>Assalamu'alaikum<br>wr..wb.. | Students answer the<br>researcher greeting<br>Wa'alaikmsalam<br>wr..wb.. |
| 2. | Praying           | The researcher asks the<br>students to pray.               | The students pray  |
| 3. | Absent            | Researcher checks the<br>students' attendance.             | Students answer the<br>researcher with<br>"Present miss".                |
| 4. | Checking          | The researcher asked<br>questions about the last<br>topic. | Students answer the<br>researcher questions.                             |
| 5. | Start to learning | The researcher distributes<br>a paper containing an        | Students focus on text.  |



|     |          |  |  |
|-----|----------|--|--|
| 6.  | Learning | <p>example of a narrative text.</p> <p>The researcher directed the students to divide the paragraphs into sentences and phrases and explained the next directions.</p> | Students focus on listening and carrying out directions from the researcher. |
| 7.  | Exercise | The researcher gives training according to the direction of the researcher.  | Students listen to the direction of the researcher.                          |
| 8.  | Check    | Correct student answers.   | Focus on the researcher explanation.   |
| 9.  | Explain  | The researcher explains about the sample text that has been given in order to deepen the understanding of the text.  | Students focus on the researcher explanation.                                |
| 10. | Closing  | The researcher closed the class by saying Wassalamu'alaikum wr.. wb..  | Students answer Wa'alaikumsalam wr..wb..                                     |

Siulak Mukai, May 24, 2022

Researcher

**Ketrin Utari**

NIM. 1810203071



Cycle 2

Meeting 2

Date : May 25, 2022

| No | Activities | Researcher   | Students'  |
|----|------------|--|--|
| 1. | Greeting   | Researcher greets students<br>Assalamu'alaikum<br>wr..wb.. | Students answer the<br>researcher greeting<br>Wa'alaikmsalam<br>wr..wb.. |
| 2. | Absent     | Researcher checks the<br>students' attendance.             | Students answer the<br>researcher with<br>"Present miss" .               |
| 3. | Checking   | Researcher measure<br>students' understanding.             | Students give their<br>opinion.  |

|    |                   |  |  |
|----|-------------------|--|--|
| 4. | Start to learning | The researcher distributes examples of narrative texts to students.                                      | Students focus on the text.  |
| 5. | Learning          | The researcher directs students in understanding the text and explains the next directions.              | Students focus on listening and carrying out directions from the researcher. |
| 6. | Exercise          | The researcher provides training according to the direction of the researcher.                           | Students listen to the direction of the researcher.                          |
| 7. | Check             | Correct student answers.   | Focus on the researcher explanation.   |
| 8. | Explain           | The researcher explains about the example text that given to better understand the text.                 | Students focus on the researcher explanation.                                |
| 9. | Closing           | The researcher closed the class and said goodbye at the next meeting and said Wassalamu'alaikum wr..wb.. | Students answer Wa'alaikumsalam wr..wb..                                     |

Siulak Mukai, May 25, 2022

Researcher

**Ketrin Utari**

**NIM. 1810203071**



Cycle 2

Meeting 3

Date : May 27, 2022

| No | Activities | Researcher | Students' |
|----|------------|------------|-----------|
|----|------------|------------|-----------|

|    |                   |   |  |
|----|-------------------|---|--|
| 1. | Greeting          | Researcher greets students Assalamu'alaikum wr..wb..  | Students answer the researcher greeting Wa'alaikmsalam wr..wb..  |
| 2. | Praying           | The researcher asks the students to pray.   | The students pray.   |
| 3. | Absent            | Researcher check the students' attendance and ask about students' understanding of yesterday lesson.                | Students answer the researcher with "Present miss" and Students explain what they remember about yesterday's lesson. |
| 4. | Start to learning | The researcher explained the learning material.   | Focus on the researcher explanation.   |
| 5. | Learning          | Distribute texts containing examples of narrative texts to students and provide reading comprehension instructions. | Students focus on the text and on the researcher explanation.  |
| 6. | Ask/answer        | Ask students' understanding of reading narrative text.  | Students explain what they understand.   |
| 7. | Exercise          | The researcher provides training according to the direction of the researcher.                                      | Students do the exercises according to the direction of the researcher.  |
| 8. | Check             | Correct student answers.  | Students answer questions.<br><br>Students answered  |

|    |         |  |   |
|----|---------|--|---|
| 9. | Closing | The researcher closed the class and said goodbye at the next meeting, and said that he would do a test to find out the improvement of students' reading comprehension and said Wassalamualaikum wr..wb.. | “Okey miss”,<br>Wa’alaikumsalam<br>wr..wb.. |
|----|---------|--|---|



Siulak Mukai, May 27, 2022

Researcher

Ketrin Utari

**NIM. 1810203071**

## Observation Sheet

Cycle        3

Meeting     1

Date         : June 03, 2022

| No | Activities        | Researcher  | Students'  |
|----|-------------------|---|--|
| 1. | Greeting          | Researcher greets students<br>Assalamu'alaikum<br>wr..wb..  | Students answer the<br>researcher greeting<br>Wa'alaikmsalam<br>wr..wb.. |
| 2. | Praying           | The researcher asks the<br>students to pray.  | The students pray  |
| 3. | Absent            | Researcher checks the<br>students' attendance.  | Students answer the<br>researcher with<br>"Present miss".                |
| 4. | Re-explain        | The researcher re-explains<br>the narrative text such as<br>explaining the meaning,<br>generic structure,<br>language future and the<br>genres that exist in the<br>narrative text. | Focus on the researcher<br>explanation.                                  |
| 5. | Start to learning | The researcher asked<br>again about the previous<br>topic, before the lesson<br>started.  | Students answer the<br>researcher questions.                             |
| 6. | Learning          | The researcher directs<br>students in understanding<br>the text and explains the  | Students focus on<br>listening and carrying<br>out directions from the   |

|     |          |  |   |
|-----|----------|--|---|
|     |          | next directions.   | researcher.   |
| 7.  | Exercise | The researcher provides training according to the direction of the researcher.                             | Students do the exercises according to the direction of the researcher. |
| 8.  | Check    | Correct student answers.   | Students answer questions.  |
| 9.  | Explain  | The researcher explains about the sample text that given in order to deepen the understanding of the text. | Students focus on the researcher explanation.                           |
| 10. | Closing  | The researcher closed the class and said goodbye at the next meeting and said Wassalamu'alaikum wr..wb..   | Students answer Wa'alaikumsalam wr..wb..                                |

Siulak Mukai, June 03, 2022

Researcher

**Ketrin Utari**

**NIM. 1810203071**



### Observation Sheet

Cycle 3

Meeting 2

Date : June 07, 2022

| No | Activities | Researcher   | Students'  |
|----|------------|--|--|
| 1. | Greeting   | Researcher greets students<br>Assalamu'alaikum<br>wr..wb..   | Students answer the<br>researcher greeting<br>Wa'alaikmsalam<br>wr..wb.. |
| 2. | Praying    | The researcher asks the<br>students to pray.   | The students pray  |
| 3. | Absent     | Researcher checks the<br>students' attendance.   | Students answer the<br>researcher with<br>"Present miss".                |
| 4. | Reviewing  | The researcher asked<br>students to explain what<br>they<br>remembered/understood in<br>the previous lesson. | Students answer<br>questions from<br>researcher.<br>.                    |

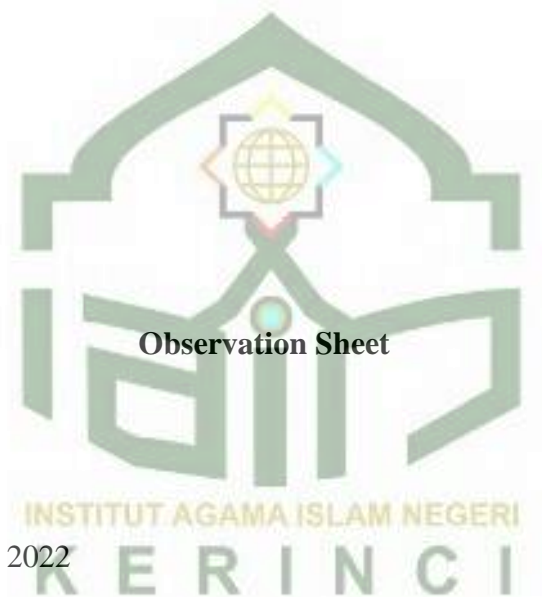
|     |                   |  |   |
|-----|-------------------|--|---|
| 5.  | Start to learning | The researcher explains what will done before sharing the text.                  | Students already understand what will done.                             |
| 6.  | Learning          | Share text contain examples of narrative text.                                   | Students focus on the text.   |
| 7.  | Ask/answer        | Ask students' understanding of reading narrative text.                           | Students explain what they understand.                                  |
| 8.  | Exercise          | The researcher provides training according to the direction of the researcher.   | Students do the exercises according to the direction of the researcher. |
| 9.  | Check             | Correct student answers.   | Students answer questions.  |
| 10. | Explain           | Researcher explains more about learning.   | Students focus on the researcher explanation.                           |
| 11. | Closing           | The researcher thanks you for your attention and says Wassalamu'alaikum wr..wb.. | Students answer Wa'alaikumsalam wr..wb..                                |

Siulak Mukai, June 07, 2022

Researcher

**Ketrin Utari**

**NIM. 1810203071**



Cycle 3

Meeting 3

Date : June 08, 2022

| No | Activities | Researcher  | Students'  |
|----|------------|---|--|
| 1. | Greeting   | Researcher greets students<br>Assalamu'alaikum<br>wr..wb..                                  | Students answer the<br>researcher greeting<br>Wa'alaikmsalam<br>wr..wb..                                     |
| 2. | Praying    | The researcher asks the<br>students to pray.  | The students pray.   |
| 3. | Absent     | Researcher check the<br>students' attendance and<br>ask about students'<br>understanding of | Students answer the<br>researcher with<br>"Present miss" and<br>Students explain what<br>they remember about |

|    |                   |   |   |
|----|-------------------|---|---|
| 4. | Start to learning | yesterday lesson.<br><br>The researcher explained the learning material.  | yesterday's lesson.<br><br>Focus on the researcher explanation.         |
| 5. | Learning          | Distribute texts containing examples of narrative texts to students and provide reading comprehension instructions.   | Students focus on the text and on the researcher explanation.           |
| 6. | Ask/answer        | Ask students' understanding of reading narrative text.  | Students explain what they understand.                                  |
| 7. | Exercise          | The researcher provides training according to the direction of the researcher.  | Students do the exercises according to the direction of the researcher. |
| 8. | Explain           | The researcher explains about the sample text that given in order to deepen the understanding of the text.  | Students focus on the researcher explanation.                           |
| 9. | Closing           | The researcher closed the class and informed the students that the next meeting was the last test of the students and closed the class by saying wassalamu'alaikum wr..wb.. | Students answered "Okey miss", Wa'alaikumsalam wr..wb..                 |



KERINCI

**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI  
AKULTAS TARBIYAH DAN ILMU KEGURUAN**

Alamat: Jalan Kapten Muradi Sungai Penuh Telp. 0748-21065 Faks. 0748-22114 Kode Pos. 37112. Website: [www.stainkerinci.ac.id](http://www.stainkerinci.ac.id) e-mail: [info@stainkerinci.ac.id](mailto:info@stainkerinci.ac.id)

**SURAT KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH DAN ILMU  
KEGURUAN INSTITUT AGAMA ISLAM  
NEGERI (IAIN) KERINCI  
Nomor: 235 Tahun 2021**

**TENTANG  
PENETAPAN DOSEN PEMBIMBING  
SKRIPSI MAHASISWA IAIN KERINCI  
TAHUN 2020/2021**

- Menimbang** : 1. Bahwa untuk memperlancar mahasiswa menyusun skripsi, mahasiswa program stratasatu (S.1) IAIN Kerinci, maka perlu menetapkan dosen pembimbing skripsi mahasiswa.
2. Bahwa dosen yang namanya tersebut dalam Surat Keputusan ini dipandang cakap dan mampu melaksanakan tugas tersebut.
- Mengingat** : 1. Keputusan Menteri Agama Nomor 12 Tahun 2017 tentang Statuta IAIN Kerinci
2. Peraturan Menteri Agama Nomor 48 Tahun 2016 tentang Organisasi dan Tata Kerja IAIN Kerinci
3. Buku Pedoman Penulisan Skripsi Mahasiswa IAIN Kerinci Tahun 2017
- Memperhatikan** : 1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan tentang Pengangkatan Pembimbing I dan II dalam Penulisan Skripsi mahasiswa IAIN Kerinci
2. Usul Ketua Pendidikan Agama Islam Nomor. In.31/PP.01.1/S1/J1.1/129/2021 Tanggal 25 Agustus 2021

**M E M U T U S K A N**

- Menetapkan** :
- Pertama** : Menunjuk dan menugaskan :
1. Nama : **Dr. Dairabi Kamil, M.Ed.** Sebagai Pembimbing
2. Nama : **Okty Wilymafidini, S.S.M.Pd.** Sebagai Pembimbing II
- Untuk membimbing mahasiswa penyusun skripsi/Tugas
- Akhir : Nama : **Ketria Utari**
- NIM : **1810203071**
- Jurusan : **Tadris Bahasa Inggris**
- Judul Skripsi : **Improving Students' Reading Comprehension of Narrative text by Using Chunking Strategy at The Eighth Grade of SMPN 5 Kerinci.**

**Kedua** : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

DITETAPKAN DI : SUNGAI  
PENUH PADATANGGAL \_\_\_\_\_ :  
09 September 2021



Dekan,  
Wakil Dekan Bidang Akademik  
dan Pengembangan Lembaga

**Dr. SAADUDDIN, M.Pd.I**

- Tembusan:**
1. Wakil Dekan Bidang Akademik dan Pengembangan Lembaga
  2. Ketua Jurusan
  3. Dosen Pembimbing
  4. Peringgal



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Kapten Muradi Desa Sumur Gedang, Kecamatan Pesisir Bukit, Kota Sungai Penuh  
Telp. (0748) 21065, Fax. (0748) 22114, Kode Pos.37112, Web:www.iainkerinci.ac.id, Email: info@iainkerinci.ac.id

Nomor : In.31/D.1/PP.00.9/ /2022  
Lampiran : 1 Halaman  
Perihal : Permohonan Izin Penelitian

09 Mai 2022

Kepada Yth,  
Kepala Badan Kesatuan Bangsa Politik dan Perlindungan Masyarakat  
Kerinci  
Di

Tempat

Assalamualaikum Wr, Wb.

Melalui surat ini Kami informasikan kepada Bapak/Ibu bahwa mahasiswa Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci yang namanya tersebut dalam lampiran surat ini membutuhkan informasi dan data di salah satu sekolah yang berada di lingkungan Dinas Pendidikan Kerinci. Data tersebut dibutuhkan mahasiswa dalam rangka penelitian untuk penulisan skripsi.

Waktu yang diberikan mulai tanggal 09 Mai 2022 s.d 09 Juli 2022. Sehubungan dengan itu, demi kelancaran kegiatan tersebut kami mengharapkan bantuan dan kesediaan Bapak/Ibu untuk memberi izin kepada mahasiswa tersebut.

Wassalamualaikum wr.wb



Dekan

Dr. Hadi Candra, S.Ag., M.Pd.  
NIP. 197305061999031004

Tembusan:

1. Rektor IAIN Kerinci (sebagai laporan)
2. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga
3. Yang bersangkutan sebagai pegangan
4. Peringgal



PEMERINTAH KABUPATEN KERINCI  
**BADAN KESATUAN BANGSA DAN POLITIK**

Komplék Perkantoran Bukit Tengah  
SIULAK

Email : kesbangpolkabupatenkerinci@gmail.com

Kode pos : 37162



**REKOMENDASI IZIN PENELITIAN**

Nomor : 071/ 221 /Kesbang-Pol/2022

- Membaca : Surat dari : IAIN - KERINCI Nomor : IN.31/D.I/PP.00.9/2022  
Tanggal : 09-Mei-22 Perihal : Izin Penelitian
- Mengingat : 1. Undang-undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian Pengembara dan Penerapan Ilmu Pengetahuan dan Teknologi;  
2. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan Melakukan Penelitian dan Pengembangan Bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Organisasi Asing;  
3. Peraturan menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;  
4. Peraturan Daerah Nomor 11 Tahun 2009 tentang Pembentukan Organisasi Tata Kerja Perangkat Daerah Kabupaten kerinci sebagaimana telah diubah terakhir dengan Peraturan Daerah Nomor 6 Tahun 2013 tentang Perubahan ketiga atas Peraturan Daerah Nomor 11 Tahun 2009 tentang Pembentukan, Organisasi dan Tata Kerja Perangkat Daerah Kabupaten Kerinci;  
5. Peraturan Bupati Nomor 6 Tahun 2014 tentang Uraian Pokok, Fungsi dan Tata Kerja Badan Kesatuan Bangsa dan Politik Kabupaten Kerinci.
- Memperhatikan : Proposal yang bersangkutan
- Memberikan izin kepada : Nomor Urut : 221  
Nama : KETRIN UTARI  
NIM / NPM : 1810203071  
Agama : ISLAM  
Kebangsaan : INDONESIA  
No HP : 081273013789  
Alamat : Senimpik Kec. Siulak Mukai
- Untuk : Mengadakan Penelitian
- Judul : IMPROVING STUDENT READING COMPREHENSION THROUGH CHUNKING STRATEGY IN TEACHING NARRATIVE TEXT AQT THE EIGHTH GRDE OF STATE JUNIOR HIGH SCHOOL 5 KERINCI ACADEMIC 2021/2022
- Tempat Penelitian : SMP Negeri 5 Kerinci
- Waktu : 09 Mei s/d 09 Juli 2022
- Dengan Ketentuan : 1. Sebelum melakukan Penelitian terlebih dahulu melaporkan kepada Kaban/Kadis/Kakan/Instansi yang bersangkutan untuk mendapat petunjuk seperlunya  
2. Wajib menjaga tata tertib dan mentaati ketentuan dan adat istiadat yang berlaku ditempat penelitian  
3. Tidak dibenarkan melakukan penelitian yang tidak ada kaitannya dengan Judul Penelitian dimaksud  
4. Laporan Hasil Penelitian disampaikan kepada Bupati Kerinci melalui Badan Kesbangpol dan Politik Kabupaten Kerinci dan disampaikan kepada OPD dan atau Lembaga yang menjadi Objek Penelitiannya.  
5. Tidak menggunakan Surat Rekomendasi Izin Penelitian ini untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah  
6. Tetap patuh dan mentaati protokol kesehatan selama melaksanakan penelitian  
7. Surat Rekomendasi Izin Penelitian ini akan dicabut kembali apabila pemegangnya tidak mentaati ketentuan tersebut diatas

Demikianlah untuk dapat dipergunakan sebagaimana mestinya.



Siulak, 24 Mei/ 22 Syawal 1443 h

KEPALA BADAN KESATUAN BANGSA DAN POLITIK  
KABUPATEN KERINCI

REDI ASRI, SH.MH

Pembina Utama Muda

Nip.19680528 199302 1 001

Tembusan disampaikan kepada Yth :

1. Bapak Bupati Kerinci (sebagai laporan)
2. Sdr. Kepala Dinas Pendidikan
3. Sdr. Kepala SMP Negeri 5 Kerinci
4. Sdr. Yang Bersangkutan



PEMERINTAH KABUPATEN KERINCI  
DINAS PENDIDIKAN  
SMP NEGERI 5 KERINCI



Alamat : Siulak Mukai Telp. (0748) 361042 Fax. (0748) 361042 Email : smp5kerinci@gmail.com

SURAT KETERANGAN

Nomor : 420/157/SMPN-5-K/2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Yang bertanda tangan di bawah ini Kepala SMP N 5 Kerinci Kabupaten Kerinci,  
dengan ini menerangkan bahwa:

Nama : Ketrin Utari  
NIM : 1810203071  
Program Studi : S1 Tadris Bahasa Inggris

Benar telah melaksanakan Penelitian di SMP N 5 Kerinci, yang dilaksanakan dari tanggal 9 Mei s.d 10 Juni 2022. Dengan judul penelitian: "IMPROVING STUDENTS' READING COMPREHENSION THROUGH CHUNKING STRATEGY IN TEACHING NARRATIVE TEXT AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 5 KERINCI IN ACADEMIC YEAR 2021/2022"  
Demikianlah Surat Keterangan ini dibuat agar dapat dipergunakan seperlunya.

Di Keluarkan di : Siulak Mukai

Pada Tanggal : 10 Juni 2022

KEPALA,



HAMSAH, S.Pd.

NIP. 196402031986011003



## CURRICULUM VITAE



**Name** : KETRIN UTARI  
**Gender** : Female  
**Place/Date of Birth** : Senimpik, March 21<sup>th</sup> 2000  
**Campus** : State Islamic Institute of Kerinci  
**Major** : English Education  
**Religion** : Islam  
**Address** : Desa Senimpik, Kec. Siulak Mukai, Kab. Kerinci  
**Fathers' Name** : Mat Anar  
**Mother's Name** : Yusmawati  
**Phone Number** : 081273013789

### FORMAL EDUCATION

| No | Schools' Name            | Place        | Graduation |
|----|--------------------------|--------------|------------|
| 1  | TK Pertiwi Siulak Mukai  | Siulak Mukai | 2006-2007  |
| 2  | SDN 122/III Mukai Tengah | Mukai Tengah | 2007-2012  |
| 3  | SMP N 5 Kerinci          | Siulak Mukai | 2012-2015  |
| 4  | SMA N 4 Kerinci          | Siulak       | 2015-2017  |
| 5  | IAIN Kerinci             | Kerinci      |            |