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THE EFFECT OF CHUNKING STRATEGY ON STUDENTS' READING COMPREHENSION OF RECOUNT TEXTS AT MTS NURUL YAQIN PEKANBARU

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PEKANBARU
1446 H / 2025 M**



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Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S.Pd)

DEPARTMENT OF ENGLISH EDUCATION
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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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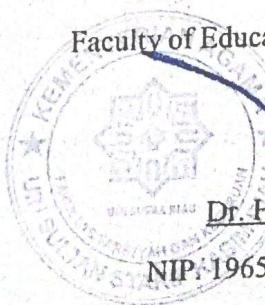
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Finally, the researcher realized that this thesis is still far from perfect. Therefore, constructive comments, critiques and suggestions are appreciated very much.

Pekanbaru, April 29th 2025
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Yunita Elvina, (2025): The Effect of Chunking Strategy on Students' Reading Comprehension of Recount Texts at MTs Nurul Yaqin Pekanbaru.

This research aimed to determine the effect of the Chunking strategy on students' reading comprehension of recount texts in the eighth grade of MTs Nurul Yaqin Pekanbaru for the 2023/2024 academic year. The background of this research was students' low reading comprehension ability, lack of vocabulary, and low motivation due to difficulties in understanding texts. This study employed a pre-experimental method with a one-group pre-test and post-test design. The sample, consisting of 21 students, was selected using purposive sampling. The instrument used was a multiple-choice test. Data were analyzed using a paired sample t-test via SPSS version 25 and the eta squared formula. The results showed a significance value of 0.000 (< 0.005), indicating a significant effect of the Chunking strategy on students' reading comprehension. The eta squared result of 0.72 indicated a large effect. Therefore, the Chunking strategy was proven to be effective in improving the reading comprehension of recount texts among eighth-grade students at MTs Nurul Yaqin Pekanbaru.

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ABSTRAK

Yunita Elvina, (2025): Pengaruh Strategi Chunking Terhadap Pemahaman Membaca Siswa pada Teks Recount di MTs Nurul Yaqin Pekanbaru.

Penelitian ini bertujuan untuk mengetahui pengaruh strategi Chunking terhadap pemahaman membaca siswa pada teks recount di kelas VIII MTs Nurul Yaqin Pekanbaru tahun ajaran 2023/2024. Latar belakang penelitian ini adalah rendahnya kemampuan siswa dalam memahami bacaan, kurangnya kosakata, serta rendahnya motivasi belajar karena kesulitan memahami teks. Penelitian ini menggunakan metode pra-eksperimen dengan desain one-group pre-test and post-test. Sampel diambil dengan teknik purposive sampling, berjumlah 21 siswa. Instrumen penelitian berupa tes pilihan ganda. Data dianalisis menggunakan uji paired sample t-test melalui SPSS versi 25 dan rumus eta squared. Hasil penelitian menunjukkan nilai signifikansi sebesar 0.000 (< 0.005), yang berarti terdapat pengaruh yang signifikan dari penggunaan strategi Chunking terhadap pemahaman membaca siswa. Nilai eta squared sebesar 0.72 menunjukkan pengaruh dalam kategori besar. Dengan demikian, strategi Chunking terbukti efektif meningkatkan pemahaman membaca teks recount pada siswa kelas VIII MTs Nurul Yaqin Pekanbaru.

ملخص

يونيتا إلفينا، (٢٠٢٥): تأثير استراتيجية التجزئة على فهم التلاميذ للقراءة في نصوص السرد في مدرسة نور اليقين المتوسطة الإسلامية بيكبارو

هذا البحث يهدف إلى معرفة تأثير استراتيجية التجزئة على فهم التلاميذ للقراءة في نصوص السرد في مدرسة نور اليقين المتوسطة الإسلامية بيكبارو للعام الدراسي ٢٠٢٤/٢٠٢٣. تستند خلفية البحث إلى انخفاض قدرة التلاميذ على فهم المقرء، ونقص المفردات لديهم، والانخفاض دافعيتهم نحو التعلم بسبب صعوبة فهم النصوص. استخدم البحث المنهج شبه التجريبي بتصميم اختبار قبلي وبعدى لمجموعة واحدة. وقد تم اختيار العينة بطريقة العينة القصدية وبلغ عددها ٢١ تلميذا. أما أداة البحث فكانت اختبارا من نوع اختيار من متعدد. وتم تحليل البيانات باستخدام الاختبار التائي للعينات المترابطة عبر برنامج الحزمة الإحصائية للعلوم الاجتماعية الإصدار ٢٥، بالإضافة إلى استخدام صيغة مربع إيتا. أظهرت نتائج البحث قيمة دلالة إحصائية بلغت $.00005$ ، مما يدل على وجود تأثير معنوي لاستخدام استراتيجية التجزئة على فهم التلاميذ للقراءة. كما أظهرت قيمة مربع إيتا البالغة $.72$ ، أن التأثير يقع ضمن الفئة الكبيرة. وبالتالي، ثبتت فعالية استراتيجية التجزئة في تحسين فهم نصوص السرد لدى تلاميذ الصف الثامن في مدرسة نور اليقين المتوسطة الإسلامية بيكبارو.





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Appendix 1 Lesson Plan

Appendix 2 Instrumen of the Research

Appendix 3 Students' Answer

Appendix 4 Result of Pre Test

Appendix 5 Result of Post Test

Appendix 6 Reccomendation Letter

Appendix 7 Documentation



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CHAPTER I

INTRODUCTION

Background of the Problem

Reading comprehension is an activity to understand a written text.

Reading is meaningless without comprehension, since comprehension is the act of understanding. McDonough and Shaw (2003) mention three benefits of reading comprehension. First, the process of reading comprehension aids the reader in obtaining precise information. Second, reading comprehension helps the reader extract broad information from the text. Third, reading comprehension is done purely for enjoyment as a means of comprehending the writer's messages. Thus, one of the skills that students need to master in order to succeed in studying English is reading comprehension.

The ability to comprehend or derive knowledge from a text is referred to as reading comprehension, as stated by Grabe and Stoller (2002). If students want to increase their language capability, they cannot separate their English language skills from their English language components. There are several types of English texts, including narrative, report, descriptive, explanation, and recount texts. In this research, the writer decided to choose recount text types to be taught in eighth grade because it could help the students inform or entertain the audience with retells of some events or experiences in the past. A text that retells events or experiences from the past is called a recount text.



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Recounts are pieces of text that retell past events, often in the chronological sequence in which they occurred, as stated by Anderson (1997), it might be about exciting experiences we had while on vacation. A recount text is the act of recounting, either orally or in writing. A recount is a text that retells events or experiences from the past. The aim of the recount text is either to inform or entertain the audience.

Based on the 2013 Curriculum, English is a medium used to develop students' communication abilities. MTs Nurul Yaqin Pekanbaru is one of the schools in Pekanbaru. This school uses the K–13 education level curriculum as a guide in the teaching and learning process. This school serves English as one of the subjects that is taught twice a week for 40 minutes each time. In the English subject syllabus, in basic competency, students must comprehend, apply, and analyze the text's social function, meaning, language feature, and structure in order to both comprehend the material and pass the standard score. The goals of this reading comprehension exercise are to determine the main idea, general structure, and meaning of the sentence. The English passing grade for the 2023–2024 school year is set by MTs Nurul Yaqin Pekanbaru at 70, meaning that a student must have a score of at least 70 to pass the course. Even if the curriculum's materials or the topics have been covered in the allotted time, it is difficult for the majority of students, particularly those enrolled in this school's eighth grade, to get the required passing score.

Researcher interviewed both teacher and student to find out how the learning process was going and find several problems the students in learning.



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Researcher found several phenomena, such as the students have many difficulties to reading English, the students did not have a great interest in reading, as it is reflected by their behavior in the class. The students lacked of vocabulary and motivation, and they felt bored because they did not have ability to comprehend and find the ideas in the english text. Then, the students sometimes know the meaning of every single word, but they were unable to connect the words and comprehend the meaning of the text.

Based on preliminary observations, the researcher found irregularities in the lesson plans and syllabus, specifically the limited use of diverse strategy. Technology is a very powerful and essential instructional tool for enhancing creativity, productivity, and learning outcomes, serving as a primary driver for educational renaissance when applied appropriately. Which hampers the optimization of the learning process. If the strategy used do not vary but also something that is also fun so that students are motivated in the learning process. Reviewing the importance of reading as a basis for learning English, it is very important to find strategy to facilitate students in increasing their reading comprehension.

Many students encounter obstacles when learning to read in English. These issues often stem from a lack of enthusiasm for reading, limited vocabulary, low motivation, and a tendency to feel uninterested or disengaged when presented with reading tasks. Additionally, students frequently face challenges in linking words together and understanding the broader meaning of the texts.

Moreover, some of these difficulties are influenced by the teacher's



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approach to instruction. Teaching methods are often perceived as dull or repetitive, which can lead to decreased student engagement. The strategies typically used include traditional reading practices, role-play through imaginary dialogues, and summarizing activities. Although the materials are chosen to align with the subject matter, and students are encouraged to express their ideas, they still face certain difficulties in interpreting English reading materials accurately.

In order to improve their reading comprehension, students must actively engage in the learning process. An effective strategy is the Chunking a Text strategy, which involves breaking down long texts into smaller units like phrases or clauses. Chunking also makes students feel comfortable reading. Anshel (1985) and Giddings (1986) state that chunking is an effective reading strategy that can challenge and make students feel comfortable in reading. This allows students to locate and recognize important concepts and terms, enhance their paraphrasing skills, arrange their thoughts, and bring material together. It is proven by Anggraini (2015), who states that students who are taught with chunking get better scores than students who are taught without chunking.

The social function of recount text is to inform or entertain the readers. In line with the previous statement by Derewianka (2004), the social function of recount text is to list and describe past experiences by retelling events in the order in which they happened. Recounts are narratives that retell events with the intention of either educating or amusing the reader (or both). Moreover, Gerot and Wignell (1998) state that a recount is a genre that retells



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an event and tends to use the past tense. Recount has a generic structure: the first orientation provides the setting and introduces participants; the second is events, which tell what happened in what sequence; the third is re-orientation; and the fourth is the and the fourth is the optional closure of events.

Furthermore, most previous researchers have investigated the challenge of reading comprehension among the students, such as in a researcher paper by Asriani (2018), Dambayana (2021), Marzona & Ekasakti (2019), and Gultom (2021). The fourth research found problems with students reading comprehension to comprehend the main idea of the text.

Therefore, the researcher of this research wants to offer a chunking strategy to assist students in developing their reading comprehension, especially with recount text. And also, most previous studies have shown an interest in using chunking strategies toward learning strategies, such as a study by Anggraeni (2015), Septiana, R. (2021), Cherry, K. (2019), Maharani, Dwi. (2021), Huang & Awh (2018), Blume et al. (2016), Fountain & Doyle (2012), Malamed and Connie (2012), Mirawati (2011), and Lah et al. (1991). The seven studies implemented chunking into their learning strategy to help students understand the content of the text through small pieces of information more easily.

Based on the explanation above, the researcher is interested in conducting research on chunking strategy as a learning strategy to improve students reading comprehension, especially in recount texts, entitled "**The Effect of Using Chunking Strategy on Students' Reading Comprehension of Recount Texts at MTs Nurul Yaqin Pekanbaru**".



B. Problem of the Research

1. Identification of the Problems

In learning English reading, the main reasons for problems were that the students did not have a great interest in reading, the students lack of vocabulary, the students lack of motivation, the students felt bored to read the text and the students were unable to connect the words and comprehend the meaning of the text.

Next, the problems came from the teacher. Because the teachers method in teaching was not interesting and monotone thus, it make the students became bored. Several methods used by the teacher were conventional reading method, imaginary dialogue, and summary. The materials were provided by the teacher with a method adapted to the material being studied. The students felt free to express the ideas they want to share, but they still find difficulties in some parts of reading English texts.

2. Limitation of the Problem

Based on the identification of the problem above, this research focuses on the effect of Chunking Strategy on students' reading comprehension of recount text. In recount text concerned with text that retells a past event, usually in the order in which it happened. The writer considers that students' reading comprehension must be based on appropriate strategies. Therefore, the objectives of this research can be implemented in a continuous manner. This study was conducted with eighth-grade students of MTs Nurul Yaqin Pekanbaru.



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3. Formulation of the Problem

Based on the limitation of the problem above, the problem is formulated as follows:

- a. How is students' reading comprehension before being taught chunking strategy at eighth grade students' of MTs Nurul Yaqin Pekanbaru?
- b. How is students' reading comprehension after being taught chunking strategy at eighth grade students' of MTs Nurul Yaqin Pekanbaru?
- c. Is there any significant differences before and after being taught chunking strategy toward students' reading comprehension at the eighth grade students' of MTs Nurul Yaqin Pekanbaru?

C. Objectives and Significance of the Research

1. Objectives of the Research

- a. To describe students' reading comprehension before being taught chunking strategy at eight grade students' of MTs Nurul Yaqin Pekanbaru ?
- b. To describe students' reading comprehension after being taught chunking strategy at eight grade students' of MTs Nurul Yaqin Pekanbaru ?
- c. To examine if there are any significant differences in using chunking strategy toward students' reading comprehension at the eighth grade students' of MTs Nurul Yaqin Pekanbaru?



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2. Significant of the Research

The researcher hopes that this research will make meaningful contributions to English education by enhancing teaching and learning processes. The significance of this research can be approached from two angles: practical and theoretical.

From a practical perspective, the use of the Chunking strategy in reading activities has demonstrated its potential to improve the reading comprehension of eighth-grade students at MTs Nurul Yaqin Pekanbaru. This approach is valuable in the educational process, as it provides teachers with a practical and effective strategy for teaching reading. Furthermore, it can act as a useful guide for educators in selecting suitable strategies to increase student participation and comprehension in reading exercises.

From a theoretical standpoint, this research adds to the existing knowledge base in English language teaching, especially in terms of reading strategies. It highlights the effectiveness of the Chunking strategy in helping students gain a deeper understanding of the texts they read. Additionally, the findings of this study may serve as a helpful reference for future research on similar topics within the field of language education.

D. Definition of Term

1. The Effect

According to Richards and Schmit (2002, p. 175), "effect is used to



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measure the strength of one variable's effect on another or the relationship between two or more variables." In this research, the effect is defined as the result of teaching reading comprehension treated by using chunking strategy at MTs Nurul Yaqin Pekanbaru.

2. Reading Comprehension

Reading comprehension is the skill of processing a text, understanding its content, and integrating it with prior knowledge. According to Duke (2003), the process of reading comprehension involves readers interacting with the text to make sense of it by combining information from the text, reader opinions on the text, and their prior knowledge and experiences.

3. Chunking Strategy

The term "chunks" originated with Miller (1956) in "The Magical Number Seven Plus or Minus Two." One of his psychology articles states that chunking is a process of grouping or organizing input information into meaningful units, or chunks. This allows students to locate and recognize important concepts and terms, enhance their paraphrasing skills, arrange their thoughts, and bring material together.

4. Recount Text

A recount text is one that, in order to entertain readers, retells any previous encounters or incidents. According to Derewianka (2004), a recount text is a piece of writing that recounts historical events, often including who is involved, what happened, where the events took place (the context), and when they happened.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is the process of understanding a written text. According to Duke (2003), the process of reading comprehension involves readers interacting with the text to make sense of it by combining information from the text, reader opinions on the text, and their prior knowledge and experiences. Thus, reading comprehension is the process of deriving and creating meaning from written language through engagement and interaction, Caldwell (2008). Reading comprehension can be defined as the process of deriving and creating meaning from written symbols through interaction and engagement, as stated by Snow (2002, p. 11). It means that reading comprehension is the process of making sense of written text by combining information and the reader's opinion about the text being read.

As stated by Sweet & Snow (2003), reading comprehension is the act of concurrently deriving meaning from written language and creating through engagement with it. In addition, comprehension is necessary for readers to understand and learn new information from the text. Based on the aforementioned criteria, reading is essentially an active process since the reader must possess a balance of experience and knowledge as well as the capacity to modify the information source to fit into an adaptive context.



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According to Razali & Razali (2013), reading comprehension is described as a process that involves dialogue between the writer and the reader. Reading comprehension is the ability to comprehend what you have read. When a reader is able to identify a text's meaning, feature, major concept, description, subject—which may include persons in the text—and even the text's goal, they are considered to be comprehension readers. It is possible to define reading comprehension as a process that involves both the author and the reader of a book.

Reading comprehension, in the words of Woolley (2011), is the process of deriving meaning from text. Therefore, it is preferable to grasp the content of the text as a whole rather than trying to understand specific words or sentences. Children create mental models, or representations, of the meaning of the text's concepts as they read, which helps with understanding.

In addition, reading comprehension is the process of developing effective, appropriate, and efficient strategies for understanding. It means that the goal of reading comprehension is to increase reading proficiency. Students should also have strong reading comprehension skills in order to extract information from texts during reading assignments, Brown (2012). Moreover, Moreillon (2007) asserts that in order to make reading easier, readers need to acquire five reading comprehension abilities. using word senses, understanding sentences, inferencing, monitoring comprehension, and comprehending text structure.



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b. Components of Reading Comprehension

Reading comprehension consists of the following five elements, As stated by Stanley (1999):

1. Finding main ideas.

It serves to clarify for readers what the paragraph is about and is the primary subject that can be covered in a paragraph. The main idea of the paragraph can be found in the first, middle, or last sentence.

2. Finding factual information.

The reader must scanning over certain passages in the text. You may locate particular information on a person, location, event, or time by looking for factual information.

3. Finding meaning of vocabulary in the context.

In the paragraph or phrase they have just read, the reader tought to be able to infer the meaning of any new words.

4. Identifying reference.

There are many occurrences of the same words or phrases in the text. To help the reader comprehend the reading material, this component can indicate the terms to which they relate.

5. Making inference.

Precise predictions are required from the readers. By accurately analyzing the researchers signs, a forecast can be produced. In this research, the researcher integrated reading comprehension indicators with analytical exposition text.



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c. Types of Reading

There are four types of assessment reading, according to Brown (2004, p. 189). Each of the reading types has a different kind of exercises:

1. Perceptive Reading

Perceptive reading tasks involve attending to the components of longer discourse segments, such as words, punctuation, other graphemic symbols, and letters. Processing from below is implied. Fundamental tasks at the starting level of second language reading include recognition of alphabetic symbols, capitalized and lowercase letters, punctuation, words, and grapheme-phoneme correspondences.

2. Selective Reading

A selective task involves evaluating a reader's ability to recognize lexical, grammatical, or discourse elements of language within a stretch of language items, such as matching, true/false, multiple-choice, picture-cued tasks, etc. Simple charts and graphs, short paragraphs, phrases, and succinct remarks are all expected forms of response.

3. Interactive Reading

In interactive reading, the act of reading is viewed as a process of negotiation of meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

4. Silent reading

Extensive reading refers to reading more than one page, which includes professional articles, essays, technical reports, short stories, and books. It should be noted, however, that reading research generally defines "extensive



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reading" as longer stretches of discourse, such as long articles and books that are usually read outside of a classroom hour, here that definition is massaged a little in order to encompass any text longer than a page). Global understanding is the aim for assessment.

d. Assessment of Reading Comprehension

Brown (2004) defined assessment as a continuous process encompassing a variety of methodological approaches. Therefore, the assessment of students' performance might be referred to as an assessment. Perceptive: entails paying attention to the individual words, letters, punctuation, and other visual symbols that make up longer passages of speech. A good assessment needs to be reliable, valid, and practical. The aims of the assessment can be achieved if the test of reading comprehension is figured out in terms of how to tap the skill of comprehension.

As stated by Brown (2004), some possible tasks for assessing students' reading comprehension based on their selective reading level are as follows:

- 1) Multiple-Choice
- 2) Matching Task
- 3) Editing Task
- 4) Picture Cued Task
- 5) Gap Filling Task (fill in the blank)



2. Chunking Strategy

a. Definition

Chunking is a reading strategy that involves grouping words, phrases, or sentences into meaningful units to improve comprehension and memory retention. This strategy was first introduced by George A. Miller (1956) in his theory “The Magical Number Seven, Plus or Minus Two,” which stated that the capacity of short-term memory is limited, and that information can be remembered more effectively when it is grouped into chunks.

In the context of reading, chunking helps students break down complex texts into smaller, manageable segments. This allows them to focus on the meaning of each segment rather than trying to process the entire text at once. According to Sweller’s Cognitive Load Theory (1988), reducing the amount of information processed at once helps the brain allocate cognitive resources more efficiently, resulting in better comprehension.

When applied to English reading texts, especially recount and descriptive texts, chunking can assist learners in identifying the structure of the text, such as orientation, events, and reorientation (for recount), or identification and description (for descriptive texts). By learning to chunk information, students develop the ability to read strategically and comprehend more effectively.

Che Lah, et al., in Afflerbach et al. (2008). Chunking is a significant learning strategy aimed at overcoming Short-term memory (STM) limitations. Therefore, using the chunking approach to enhance mental



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performance is a cognitive strategy. Rearranging large amounts of data into smaller chunks without adding or subtracting the quantity of new information being acquired.

Chunking is the strategy of breaking down information into smaller chunks so that the brain can more easily digest new information. The reason the brain needs this assistance is because working memory, which is where we manipulate information, holds a limited amount of information at one time, Malamed (2012).

Gobet and Lane (2017), A chunk is a meaningful unit of information built from smaller pieces of information, and chunking is the process of creating a new chunk. Memory systems and the cognitive system in general employ chunks, which can vary in size.

From the explanation above, we can conclude that a chunking strategy is a mental technique where information is divided into smaller, more manageable sections or "chunks" to lessen mental strain and enhance comprehension. In reading, this involves splitting a text into parts that are simpler to understand, helping readers concentrate on the main points and connections between ideas.

b. Teaching Procedures of Chunking Strategy

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

1) Step one: Preparation

Chunking can be used with challenging texts of any length. A paragraph

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can be chunked into phrases and sentences while a reading of several pages can be chunked into paragraphs or sections. It is often helpful to have students' record information about each “chunk” in a graphic organizer, which you may want to prepare in advance.

2) Step two: Review reading strategies

Before having students work on paraphrasing the text, it is helpful to go over specific chunking 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 define.
- c. Look up the meaning of unknown words.
- d. Write synonyms for these new words in the text.
- e. Underline important places and people and identify.
- 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. Sometimes teachers chunk the text in advance for students, especially if this is the first time students have used this strategy. Other times, teachers ask students to chunk the text. Students can work on chunking texts with partners or on their own. Depending on students' reading level, the lengths of chunks can vary. A struggling reader may work with phrases, rather than sentences. A stronger reader can often work with longer chunks.



Example:

When a student reads a large piece of text, it should be separate chunks where it makes sense to break up the story before rewriting it under subheadings or numbers. For ex, when reading the story of Cinderella, students break up the text into subheadings such as **"Cleaning House," "The Evil Step sisters," "The Evil Step mother," "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 paraphrased version of the original text.

5) Step five: Assessment and sharing

The paraphrased text can be used to evaluate students understanding and reading ability. This step often leads to interesting discussion about interpretation how people can often find different meaning in the same words.

c. Practical Application of Chunking for Teachers:

- 1) Grouping Sentences or Paragraphs: Teachers can guide students to divide longer paragraphs or sections into smaller chunks that focus on one main idea or theme.
- 2) Summarization: After reading, students can be asked to summarize the chunks they've identified to ensure they have grasped the key

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ideas in the text.

- 3) Chunking Vocabulary: Teachers can encourage students to group unfamiliar words into semantic categories or associate them with words they already know, making new vocabulary easier to understand.
- 4) Use of Graphic Organizers: Visual tools like mind maps or concept maps can help students chunk information by categorizing key ideas and showing how they relate to each other.

d. The advantages of Using Chunking Strategy

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

- 1) Chunking encourages thinking about groups of words rather than individual words.
- 2) Making a better understanding of the meaning of 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 increasing reading fluency and speed.
- 6) Chunking helps students organize information, making it easier for them to pull information together for better understanding of the main idea of the text.
- 7) Improved Understanding: Chunking helps students understand complex texts by breaking them down into manageable parts, allowing for easier processing of information.



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- 8) Memory Retention: By grouping related ideas together, chunking helps students remember key points from a text, aiding recall and retention.
- 9) Enhanced Focus: Chunking allows students to focus on smaller, more digestible portions of text, making it easier to identify main ideas and supporting details.
- 10) Active Engagement: The strategy encourages students to actively engage with the text by organizing information in meaningful ways, making the reading process more interactive.
- 11) Increased Comprehension: By reducing cognitive overload, chunking helps students make better sense of what they read, leading to improved comprehension.

e. The disadvantages of Using Chunking Strategy

- 1) Requires Prior Knowledge

Effective chunking depends on students' ability to recognize meaningful groups of words or ideas, which requires sufficient background knowledge and vocabulary. Without this, students may struggle to form logical chunks, leading to confusion.

- 2) Time-Consuming at First

Teaching and applying the chunking strategy can be time-intensive, especially for beginners. Students may initially find it slow and challenging to identify appropriate chunks, which can affect motivation and engagement.

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3) Misidentification of Chunks

Inexperienced learners may incorrectly divide a text into chunks, grouping unrelated ideas or missing important connections. This can lead to misunderstanding of the content and disrupt comprehension.

4) Over-Reliance on Strategy

Students who become overly dependent on chunking may struggle to adjust to texts that require other reading strategies. This over reliance can limit their adaptability and flexibility as readers.

5) May Hinder Fluency

Frequent pauses to identify chunks may interrupt the natural flow of reading. This can negatively affect reading fluency and reduce students' ability to understand the overall meaning of the text.

6) Less Effective for Advanced Readers

Proficient readers often use chunking automatically as part of their reading process. For them, explicitly practicing this strategy may be redundant and could even slow down their reading.

7) Not Always Suitable for Every Text Type

Chunking may not work well with all types of texts. For example, narrative or poetic texts with subtle transitions and figurative language may resist straightforward chunking, making the strategy less effective or even disruptive.



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3. Recount Text

a. Definition of Recount Text

One kind of texts that is learned by Junior High School Students is recount text. According to Cavangh (1998:11) Recount is retelling of past events. They are usually written as a series of events in the order in which they happen. In addition, such cited in Department for Education and Child Development, (2012:1) state that the recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. Based on the explanation above it can be concluded that the recount is a text that retells of past even and experience for the purpose of informing, entertaining or reflecting.

Anderson (1997) defines a recount as a text that retells past events, often in the order in which they happened. It might be about exciting things that happened when we were on holidays. Speaking or writing about past events is called a recount. Its aims to either inform or entertain the readers.

Recounts are texts that inform the reader of what happened, according to Mulyadi (2011). It retells a past event. The reader is informed of who was involved, what happened, where this event took place, and when it happened. Recount is written to retell events with the purpose that the reader is intended to be either informed or entertained (or both).

b. Generic Structures of Recount Text

According to Mark and Kathy Anderson's book, recount texts are divided into three parts. The further explanation is as follows:



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1) Orientation:

The orientation uses the 5 W formula (who, what, when, where, and why) to provides all the background knowledge that is required. The writer or speaker needs to give information about what happened, who or what was involved, when and where the events happened and why. The writer will be better able to choose the appropriate level of information if they are aware of their audience and purpose.

2) Series of events:

This is where the narrator describes the characters' react to the complication. It encompasses both their feelings and what they do. The events might be recounted via flashbacks or in chronological order, which is the order in which they occurred. The audience is given the narrators point of view.

3) Re-orientation:

This last section brings the story to a close by summarizing the results, assessing the significance of the subject, or providing a personal opinion or viewpoint.

To sum up, the recount text consists of orientation that explains the time and place of the story, sequence of events that explains the chronological order of the events in the events in the story, and re-orientation that concludes the story.

c. Language Features of recount text

According to Mark Anderson and Kathy Anderson (2007) the language features of recount text are:

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- 1) Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- 2) Using temporal sequence, e.g. on Saturday, on Monday, on Sunday
- 3) Focus on a specific participant, e.g. I (the writer).
- 4) Using conjunctions, such as: then, before, after, etc.
- 5) Using action verbs, e.g. went, stayed.

Example of Recount Text**Meet at the Old Museum****Orientation:**

Last Friday, I wanted to tour an old museum in the city. I brought a camera because I wanted to photograph historical objects. So I can use the photo as material for my school assignment.

Events:

Depart from home by online motorbike taxi and arrive in front of the museum. At that time, the visitors were very busy so you had to queue to buy tickets. It turned out that in the queue there was an old friend of mine whom I hadn't had contact with for a long time. Finally I dared to say hello to him and we walked around the museum together. We also took photos of each other and immortalized the moments together.

Reorientation:

While walking around, we talked a lot about past experiences. Until we stopped to sit and continue the story. Finally we exchanged phone numbers and returned to our respective homes.

Source: Module RPP guruberbagi.com tahun 2022, p.14



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Came Late to School

Orientation:

Last Monday, I came late to my school because I played playstation until 2.00 am in the night. Because that I woke up late.

Events:

I woke up about 6.45 am and the class would be began at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that.

I always went to school by my motorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.30 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

Re-orientation:

It was my bad experience and I hoped I would not do that again.

Source: English Academy.com



B. The Relevant Research

The use of text chunking in reading instruction has been the subject of several research. In addition to explaining how this new research differs from earlier research, the researcher outlines some earlier studies to help with the current investigation.

The First Researcher by Rini Anggraeni (2015) entitles "The Effectiveness of Using Chunking Strategy to Improve Students' Reading Comprehension at the Second Year of Smp Negeri 2 Barombong". This research was aimed to determine whether Chunking strategy significantly effected the eighth graders. This research was experimental research with quasi experimental. The findings of this research showed that chunking strategy effective to improve the students reading comprehension in which the mean score of students' post-test of experimental group was 56. It was higher than the controlled group that was only got 23.

The second researcher by Riva Atul Nur Aida (2019) entitles "The Effectiveness of Using Chunking a Text Strategy Towards Students' Reading Comprehension in Recount Text of The Second Grade Students at MTs Mujahidin Ngadiluwih Kediri in academic year 2018/2019." This research was aimed to determine whether Chuking Strategy significantly effected the second graders. This research was experimental research with pre-experimental design.

The quantitative data analysis was conducted with the SPSS version 16.0. The result of statistical computation used T-test with IBM SPSS 16.0, showed that the significance value was 0.00. It meant that significance value was lower than significance level ($0.00 < 0.05$).

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The third researcher by Jusmin H.J Wahid, Iswan A. Thais, (2020)

entitles " Chunking Strategy; in Enhancing Fourth Semester Students' Reading Skill at English Department of Muhammadiyah University". This research was aimed to determine whether chunking strategy significantly effected the students fourth semester. This research was experimental research with true experimental. The data showed that the information in the post-test that; mean score was 70.50, and the pre-test got score was 61.85 then the standard deviation in the post-test was 10.32 and the standard deviation in pre-test is 8.27. It could be concluded that the students get significant progress in their understanding of reading skill by using Chunking strategy in English Department.

The fourth researcher by Hardiana, (2020) entitles " Applying

Chunking Strategy to Improve Students' Reading Comprehension at the Eighth Grade of SMP Negeri 6 Duampanua kab. Pinrang". This research of this research was positively to find out whether applying Chunking strategy to improve students' reading comprehension at the eighth grade of SMP Negeri 6 Duampanua, Kab. Pinrang. This research was experimental research with pre-experimental. The result in this research was indicated that there was improvement of the students' reading comprehension. It was indicated by the students' mean score of post-test (76.13) was greater than pre-test (41.26). Even, so the level significant (p) 5% and df= 22, and the value of t-table is 1.717, while the value of t-test is 18.01. it is means that, the t-test value is greater than t-table ($18.01 \geq 1.717$). Thus, it can be concluded that the students' reading comprehension is significant better after getting the treatment.

The Fifth Researcher by Samhudi (2022) entitles "The Use of Chunking

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Strategy in Teaching Reading Comprehension". This research was aimed to find out whether using chunking strategy was effective in teaching reading comprehension. In this case, the researcher used quantitative data approach by using experimental design. The result was shown that the students' achievement in experimental group was higher than control group. It was proved by the average score from pre-test of experimental group was 66,8 and control group was 64,5. Furthermore, the result of post-test of experimental group was 83,2 and control group was 70,3. It could be concluded that using chunking strategy was effective in teaching reading comprehension.

The sixth Researcher by Maulida Kholimaturrohmah (2017) entitles "The Effectiveness of Using Chunking Technique to Improve Student's Reading Comprehension in Biography Texts." This research was conducted to find out whether chunking technique was effective to improve students' reading comprehension in biography text. The research design of this study was experimental research using quasi experimental design which belongs to quantitative method. The result showed that the mean of control group in pre-test was 75.15 and mean of experimental group was 68.73. The mean score of control group post-test was 76.63 and experimental group was 86.64. It could be concluded that using chunking strategy was effective in teaching reading comprehension.

The previous research exhibits similarities and contrasts with this research. The similarities are those research using chunking a text strategy in teaching reading. The methods of data collecting, text genre, and research design methodology are where the gaps exist.

C. The Operational Concept

This operational concept is necessary to briefly clarify the variables used in this research. There are two variables in this research. The first is variable X, or independent variable. Chunking strategy refers to the teacher's technique in teaching reading. The second is variable Y, or dependent variable, in this research, which is the students' reading comprehension.

1. Variable X

In this research, variable X is using a chunking strategy. According to Malamed (2012), the indicators of chunking strategy in recount text as the independent variable of this research are as follows:

- 1) Preparation, chunking can be used with challenging texts of any length.
- 2) Review reading strategies, before having students work on paraphrasing the text.
- 3) Chunk the text, "Chunking the text" simply means breaking the text down into smaller parts.
- 4) Paraphrase meaning, students should rewrite "*chunks*" in their own words.
- 5) Assessment and sharing, the paraphrased text can be used to evaluate students understanding and reading ability.

2. Variable Y

In this research, variable Y is students' comprehension of reading recount texts. Based on the syllabus for the eighth grade students of MTs Nurul Yaqin Pekanbaru, the indicators of reading comprehension of recount texts (variable Y) are as follows :

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- 1) The students' are able to identify specific information of the recount text.
- 2) The students' are able to identify the generic structure of the recount text.
- 3) The students' are able to identify the vocabulary of the recount text.
- 4) The students' are able to identify the references from the recount text.

D. The Assumption and Hypothesis

1. Assumption

The researcher makes the assumption that the students reading comprehension is still low considering the above hypotheses and explanations. The chunking strategy then has the potential to improve students understanding of what they read.

2. Hypothesis

The following formulation of the study's hypothesis is required by the researcher:

a. Null hypothesis (Ho)

There is no significant difference on students' reading comprehension between before and after using chunking strategy at MTs Nurul Yaqin Pekanbaru.

b. Alternative hypothesis (Ha)

There is a significant difference on students' reading comprehension between before and after using chunking strategy at MTs Nurul Yaqin Pekanbaru.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This research has a quantitative design. Creswell (2012) states that a pattern in the field or the necessity to provide an explanation for an event's occurrence might serve as indicators of a research problem in quantitative research. Then, quantitative data are those derived from studies that are expressed numerically and offer a clear, precise conclusion. This research used an experimental research design. The purpose of the research design was to investigate the effects of treatment. Three types of experimental research are distinguished: quasi-experimental, real experimental, and pre-experimental designs. In this research, the researcher will use a quantitative approach by using a pre-experimental design.

According to Sugiyono (2014), pre-experimental design is a design that is used by a single group or class that receives a pretest-posttest evaluation. Additionally, the pre-experimental design also aims to examine the differences of two groups test. This research used two variables: variables X and Y, which are: variable X was the effect of using chunking strategy, and variable Y was the reading comprehension. In this research, a researcher used a pre-test and post-test design. The researcher will be taken one class as an experimental class. The first step is a pre-test to gather information about the students' ability before the treatment. The post-test is used to gather data following treatment. It seeks to ascertain if this research was successful or unsuccessful. This design involved one group: pre-test (O1), exposure to treatment (X), and post-test

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(O2).

Table III. 1 The Design of the Research

O ₁	X	O ₂
Pre-Test	Treatment	Post Test
Adopted from Sugiyono (2014)		

Where :

O₁ : Pre Test

X : Treatment

O₂ : Post Test

B. Time and Location of Research

This research was conducted at MTS Nurul Yaqin Pekanbaru which located at street Hangtuah No. 22 Rejosari, Tenayan Raya, Tenayan Raya District, Pekanbaru, Riau. This research conducted from May until June 2024, where the researcher focused on the eighth-grade students at MTS Nurul Yaqin Pekanbaru.

C. Subject and Object of the Research

The subject of this research is the eighth grade students at MTs Nurul Yaqin Pekanbaru, and the object of this research is the effect of using chunking strategy and their reading comprehension in recount text.

D. Population and Sample of the Research

1. Population

All study subjects make up the population (Arikunto, 2022:108). A population is a group of individuals who share similar characteristics (Creswell, 2012: 142). The population of this research consisted of eighth grade students at MTs Nurul Yaqin Pekanbaru, a total of 43 students. The population can be seen as follows:

Table III. 2 The Population of the Research

No.	Classes	Students
1.	VIII A	22
2.	VIII B	21
	Total of Population	43

2. Sampling

A sample is a portion of the population. The researcher is employing purposive sampling as the chosen method. A sample is a subset of the target population studied by the researcher to generalize about the target population. Purposive sampling was used to select participants for this research. Purposive sampling, according to Sugiyono (2007), is a strategy where the researcher chooses the sample after taking a few factors into account. Thus, Purposive sampling is the process of choosing a sample based on the specific purpose, as suggested by the teacher.

Next, the researcher selected the English teacher's recommendation, there are two classes. Therefore, Class VIII B was selected by the researcher due to prior involvement during the Field Practice Program (PPL), which provided valuable insights into the students' behavioral patterns and the classroom situation.

E. Techniques of Data Collection

1. Test

A test is a series of questions and an exercise designed to assess a person's or a group's performance or competence. According to Brown (2004), a test is a means of evaluating a person's performance, knowledge, or aptitude in a certain area. In this research, the researcher will use two tests: a pre-test and a post-test. The pre-test is carried out before the researcher gives treatment and the post-test is carried out after the researcher gives treatment.

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Before distributing the pre-test, the researcher conducted a try-out of the test on students who were not part of the research sample to ensure the validity and reliability of the test instrument. The reading texts in the test were designed in English. The test consisted of 20 multiple-choice questions, and students were given 40 minutes to complete it. Based on the results of the try-out, it was found that the test was valid and appropriate to be used in the research. The blueprint of the test was described below:

a. Pre-Test

Pre-tests provide a measure of a quality or trait you want to evaluate in experiment participants before they get a treatment. By administering a pre-test, the researcher began the study in one class. Prior to treatment, the students vocabulary level has to be ascertained. The students get 40 minutes to answer the 20 multiple-choice questions on the test. At the first time, the researcher held self-introduction and explained the purpose of her research to the students. Then, the researcher gave them pre-test.

b. Treatment

According to Malamed (2012), the procedure of chunking strategy to apply in teaching reading comprehension. The treatment was conducted over four meetings, each designed to implement the chunking strategy in reading recount texts. The treatment used two meetings per week. The following outlines the steps taken by the researcher in each session:

1) First Meeting

The first treatment was conducted on **May 6th, 2024**.

- a) The researcher began by introducing herself to the students and explaining the objectives of her research, as well as the roles and



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responsibilities the students would have throughout the study.

- b) She proceeded to explain the concept and structure of recount texts.
- c) The chunking strategy was introduced, along with an explanation of how to apply it when reading recount texts.
- d) The researcher then distributed a recount text titled “*My Unforgettable Holiday*” and guided the students in applying the chunking strategy. The steps of the strategy included:
 - Circling unfamiliar words.
 - Using context clues to determine their meanings.
 - Looking up definitions of unknown words.
 - Writing synonyms for new vocabulary directly in the text.
 - Underlining important places and characters and identifying them.
 - Reading the text aloud.
 - Re-reading the text several times.

2) Second Meeting

The second treatment was held on **May 13th, 2024**.

- a) The researcher prepared a new narrative text entitled "*A Weekend in Bandung*"
- b) Students were instructed to chunk the text using the same strategies as in the previous meeting, namely:
 - Circling unfamiliar words.
 - Using context clues for interpretation.



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- Looking up word meanings.
- Writing synonyms within the text.
- Underlining significant places and characters.
- Reading aloud.
- Re-reading the text.

- c) After chunking the passage, students answered comprehension questions provided on a worksheet.
- d) They were also asked to share their personal understanding of the story, which the researcher assessed and scored.

3) Third Meeting

The third treatment was implemented on **May 20th, 2024**.

- a) The recount text for this session was "*My First Time Cooking.*"
- b) Students chunked the text using their own version of the strategy.
- c) They answered a set of questions related to the text.
- d) Each student then shared their interpretation, which was scored by the researcher.

4) Fourth Meeting

The fourth treatment was held on **May 27th, 2024**.

- a) For the final session, the researcher used a recount text titled "*The Proclamation of Indonesian Independence.*"
- b) Students were asked to chunk the text according to their understanding.
- c) They responded to comprehension questions related to the story.
- d) Finally, students shared their individual interpretations, which

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were assessed by the researcher.

c. Post-Test

After completing the treatment, the researcher administered a post-test to the students. The purpose of this assessment was to evaluate whether the students' understanding of recount texts had improved as a result of the teaching and learning process using the Chunking technique. The test consisted of 20 multiple-choice questions.

The questions and texts used in the test were adopted from an English text book and the Internet. The tests blueprint can be seen:

Table III. 3 The Blueprint of The Test

Variable	Indicators of Items	Number
Reading Comprehension	<p>Students are able to identify the specific information of the recount text.</p> <p>Students are able to identify the generic structure of the recount text.</p> <p>Students are able to identify the vocabulary of the recount text.</p> <p>Students are able to identify the references of the recount text</p>	1,5,9,13,17 ,6,10,14,18 ,7,11, 15,19 ,8,12,16,20

After administering the test, the researcher took a total score of the reading comprehension test. According to Layman (1972) the classification of students' score can be seen on the table below:

Table III. 4 The Classification of Student Score

Score	Categories
81-100	Very good
61-80	Good
41-60	Moderate
21-40	Low
0-20	Very Low

(Layman,1972)

2. Validity of Instrument

Validity was the most crucial characteristic of a test to measure an instrument. The standard of a good test is validity. Sugiyono (2019) states that a test is considered to have content validity if the indicator it uses to measure the exact objectives corresponds with the data given to students. According to Sugiyono (2019), an instrument's validity is determined by its capacity to measure or reveal the characteristics of the variables it was intended to measure. The researcher in this research used content validity. Content validity measured how well a question, assignment, or item on a test or instrument accurately reflected the proportionate and general characteristics of the sample that was used for the test. Content validity is the extent to which a test can determine the characteristics of the variable under examination.

Meanwhile, Creswell (2008) defined validity as a distinct score from an instrument that conveyed meaning and allowed researchers to generalize findings from sample data to a broader population. Therefore, the content validity of an assessment referred to the extent to which the conclusions drawn from its results were appropriate, meaningful, and useful in relation to its intended purpose. The researcher used the SPSS version 25 program to analyze the validity of the test. A total of 22 students from class VIII A, who were not part of the research sample, were selected to participate in the try-out in order to ensure the validity of the test instrument.

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The table below displays the outcome of the validity calculation. The remaining questions were eliminated. These items were dropped because the score more than 0.4329. It can be seen as follows:

Table III. 5 Validity of the Test

Item Number	r-item	r-table	Result
1	0,605	0,4329	Valid
2	0,484	0,4329	Valid
3	0,488	0,4329	Valid
4	0,623	0,4329	Valid
5	0,448	0,4329	Valid
6	0,507	0,4329	Valid
7	0,454	0,4329	Valid
8	0,552	0,4329	Valid
9	0,549	0,4329	Valid
10	0,546	0,4329	Valid
11	0,603	0,4329	Valid
12	0,607	0,4329	Valid
13	0,492	0,4329	Valid
14	0,551	0,4329	Valid
15	0,609	0,4329	Valid
16	0,515	0,4329	Valid
17	0,806	0,4329	Valid
18	0,677	0,4329	Valid
19	0,776	0,4329	Valid
20	0,501	0,4329	Valid

Based on the item-total correlation analysis, all 20 items have r-values higher than the r-table value of 0.4329. This indicates that each item has a significant correlation with the total score and is therefore considered valid. Thus, all items can be retained for further analysis.

3. Reliability of Instrument

Ary (2010) states that reliability is the consistency with which a measurement tool measures the object it is supposed to measure, which indicates the measurement tool's reliability. In the context of collecting tools, "reliability" refers to an instrument that one can rely on. It meant reliability was related to the consistency of a measurement. The scores from an instrument were stable and consistent. The WScores should be nearly the same when the researcher administers the instrument multiple times at different times.

According to Creswell (2008), there are five different types of reliability: test-retest reliability, alternate forms reliability, alternate forms and test-retest reliability, inter-rater reliability, and internal consistency reliability. The researcher employed inter-rater reliability in this study because it describes the consistency of two or more independent raters, observers, or scores.

Table III. 6 Reliability of Test

Reliability Statistic	
Cronbach's Alpha 0,854	N of Items 20

The table reveals that 0.854 is the value of Corn Bach's alpha. Therefore, it can be concluded that the test is reliable, and has a very high degree of consistency.



F. Technique of Data Analysis

1. Normality

In order to determine whether or not the data that were analyzed has a normal distribution, test normality was utilized.

Table III.7 The Normality Test of Pre-Test and Post-Test Class.

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test	.159	21	.174	.910	21	.054
Post-test	.135	21	.200	.910	21	.055

a. Lilliefors Significance Correction

Since your **sample size is 21** (which is less than 50), the **Shapiro-Wilk test** is more appropriate and reliable.

- **Pre-test:** $p = 0.054 \rightarrow$ greater than 0.05 \rightarrow **normally distributed**
- **Post-test:** $p = 0.055 \rightarrow$ greater than 0.05 \rightarrow **normally distributed**

Based on the Shapiro-Wilk test results, the significance values for both the pre-test (0.054) and post-test (0.055) are greater than 0.05. This indicates that the data are **normally distributed**. Therefore, it is appropriate to use **parametric tests** such as the **t-test** for further analysis.

2. Paired Sample T-test

In this research, the researcher followed data analysis procedures outlined by Creswell (2012), which include: preparing the data, analyzing it, reporting the results, and interpreting the findings. A paired sample t-test was conducted using SPSS version 25 to evaluate the data. This test is suitable when the dependent variable approximates a normal distribution, which depends on the research design. The researcher compared pre-test and post-test results to determine whether implementing the Chunking strategy had a significant

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difference on students' reading comprehension.

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Table III.8 The Paired Sample T-test

95% Confidence Interval of the Difference						
		Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	Pre-Test	-9.494	-5.268	-7.287	20	.000
	Post-Test					

Interpretation:

- The **mean difference** between pre-test and post-test scores is statistically significant.
- The **t-value** is **-7.287** with **20 degrees of freedom (df)**.
- The **p-value (Sig. 2-tailed)** is **.000**, which is **less than 0.05**, indicating a **highly significant** difference between the pre-test and post-test scores.
- The **95% confidence interval** for the mean difference ranges from **-9.494 to -5.268**, meaning we are 95% confident that the true mean difference lies within this range.
- Since the interval does **not include 0**, it further confirms that the difference is significant.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and the discussion presented in the previous chapter, it was concluded that the use of the Chunking strategy helped students better understand the texts they read. Furthermore, the improvement in students' reading comprehension can be seen in the difference between the pre-test and post-test mean scores.

The mean score before the treatment was 63.57, while after the application of the Chunking strategy, the mean score increased to 70.95. The results of the Paired Sample Test using SPSS indicated a significant difference, as the sig. (2-tailed) value was 0.000, which is less than 0.05. Therefore, the alternative hypothesis (H_a) is accepted. This indicates that the Chunking strategy had a statistically significant positive impact on the reading comprehension of eighth-grade students at MTs Nurul Yaqin Pekanbaru.

B. Suggestion

Based on the research findings mentioned above, it is known that students' reading comprehension increased when taught using the chunking strategy. Using media using this strategy is one method English teachers may use to support their students' skills, particularly their reading comprehension. Some recommendations have been made for others:



1. Suggestions for teachers :
 - a. Teachers are advised to use this strategy in the teaching and learning process, particularly when teaching language.
 - b. This strategy can also be used so that students find English lessons more interesting.
2. Suggestions for the students:
 - a. Students' can propose to teachers to be able to teach in a varied way so that students do not feel monotonous learning.
 - b. Students have to get used to chunking Reading Strategies to make them enjoy reading English text.
3. Suggestions for the next researcher
 - a. Research on chunking strategy is mostly quantitative research, researchers suggest that in the future there will be researchers who examine using qualitative methods.
 - b. This research is also important for future researchers to use as a reference in quantitative research, and also research on chunking strategy.

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Appendix 1

LESSON PLAN

MODUL AJAR

No	Komponen	Deskripsi / Keterangan
Informasi Umum Perangkat Ajar		
1.	Nama Penyusun	Yunita Elvina
	Nama Institusi	MTs Nurul Yaqin
	Tahun Penyusunan Modul Ajar	2024
	Jenjang Sekolah	Madrasah Tsanawiyah
	Jenjang Kelas	8
	Fase	D
	Alokasi Waktu	2 Jam Pelajaran (JP) = 2 x 40 menit = 80 menit
Capaian Pembelajaran Fase D		
2.	Elemen Capaian	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Profil Pelajar Pancasila		
3.	Beriman, Bertaqwa Kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia	Mengutamakan persamaan dengan orang lain dan menghargai perbedaan, serta berempati kepada orang lain
	Mandiri	Mengidentifikasi perbedaan emosi dan situasi yang dihadapi, serta mengekspresikan secara wajar.
	Gotong Royong	Melakukan kerjasama yang baik dalam penugasan kolaborasi.

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	Berfikir Kritis	Mengekspresikan pikiran dan menghasilkan suatu ide untuk dikembangkan, serta mengapresiasi atau mengkritisinya.
4.	Strategi Pembelajaran	
	Model Pembelajaran	Ceramah
	Media	Worksheet atau lembar kerja (siswa), Lembar Penilaian
	Sarana Pembelajaran	Penggaris, spidol, papan tulis, Laptop & infocus
5.	Tujuan Pembelajaran	
	Tujuan Pembelajaran yang ingin dicapai peserta didik diharapkan mampu:	<ol style="list-style-type: none"> 1. Siswa mampu mengetahui apa itu teks recount dan perbedaannya dengan teks lainnya 2. Siswa mampu mengetahui struktur dari teks recount (generic structure) 3. Siswa mampu mengetahui kosakata dari teks recount 4. Siswa mampu mengetahui references dari teks recount.
6.	Persiapan Pembelajaran	
	<ul style="list-style-type: none"> • Menyiapkan bahan ajar/materi • Menyiapkan alat dan bahan • Menyiapkan rubric penilaian • Menyiapkan alat penilaian • Membuat catatan untuk menajemen waktu 	
7.	Kegiatan Pembelajaran	
	Pertemuan 1	<p>Kegiatan Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> a. Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik. b. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan. c. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.

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	<p>d. Guru memberikan pertanyaan pemantik:</p> <ul style="list-style-type: none"> - Do you make a class schedule? - Do you hang it on your bedroom wall? - What subject do you have on Monday? <p>e. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran</p> <p>f. Guru mempersiapkan segera peralatan yang akan digunakan dalam proses pembelajaran.</p>
	<p><u>Kegiatan Inti (60 menit)</u></p> <ul style="list-style-type: none"> - Guru bertanya kepada peserta didik tentang schedule, sesuai dengan pertanyaan pada unit ini. - Pendidik membagikan worksheet pre-test berupa pilihan ganda dari teks recount - Peserta didik mengisi jawaban dari soal yang telah disediakan - Pendidik mengajak siswa mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik.
	<p><u>Kegiatan Penutup (10 menit)</u></p> <ul style="list-style-type: none"> a. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran. b. Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran c. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik d. Mengakhiri pembelajaran dengan doa

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8.	Pertemuan 2	<p>Kegiatan Pendahuluan (10 menit)</p> <ul style="list-style-type: none">a. Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik.b. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkanc. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.d. Guru memberikan pertanyaan pemandik: What subject do you have on Monday?e. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.f. Guru mempersiapkan segera peralatan yang akan digunakan dalam proses pembelajaran. <p>Kegiatan Inti (60 menit)</p> <ul style="list-style-type: none">a. Pendidik bertanya kepada peserta didik tentang schedule dan waktunya, sesuai dengan pertanyaan pada unit ini.b. Pendidik membagikan bahan ajar berupa teks yang ditampilkan menggunakan PPT.
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	<p>c. Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan penggunaan chunking dalam pemahaman membaca teks, sesuai arahan pendidik.</p> <p>d. Peserta didik melakukan review pada bahan ajar sesuai arahan pendidik dengan mengerjakan perintah, seperti dibawah ini:</p> <ul style="list-style-type: none"> • Lingkari kata-kata yang asing. • Carilah arti kata-kata yang tidak diketahui. • Garis bawahi tempat-tempat dan orang- orang penting dan identifikasi. <p>e. Pendidik mengajak peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari.</p>
	<p><u>Kegiatan Penutup (10 menit)</u></p> <p>a. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran.</p> <p>b. Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran</p> <p>c. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik</p> <p>d. Mengakhiri pembelajaran dengan doa</p>

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		Kegiatan Pendahuluan (10 menit)
9.	Pertemuan 3	<p>a. Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik.</p> <p>b. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan.</p> <p>c. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.</p> <p>d. Guru memberikan pertanyaan pemantik:</p> <ul style="list-style-type: none">• Which activities can make you happy in school ?• Which extracurricular make you happy? Why? <p>e. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.</p> <p>f. Guru mempersiapkan segara peralatan yang akan digunakan dalam proses pembelajaran.</p>



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	<p>Kegiatan Inti (60 menit)</p> <ul style="list-style-type: none">a. Pendidik bertanya kepada peserta didik tentang extracurricular, sesuai dengan pertanyaan pada unit ini.b. Pendidik membagikan worksheet berupa teks recount .c. Peserta didik dibentuk dalam beberapa kelompok dan pendidik memberikan instruksi kepada setiap kelompok untuk memotong teks dengan pasangannya sesuai arahan sebelumnya.d. Peserta didik menyusun kalimat hasil potongan dengan bahasa mereka sendiri dan membacakan ulang hasil dari paraphrase dengan arahan pendidik.e. Pendidik mengajak siswa berdiskusi tentang penggunaan strategy memotong teks.
	<p>Kegiatan Penutup (10 menit)</p> <ul style="list-style-type: none">a. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran.b. Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaranc. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didikd. Mengakhiri pembelajaran dengan doa



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10.	Pertemuan 4	<p>Kegiatan Pendahuluan (10 menit)</p> <p>a. Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik.</p> <p>b. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan</p> <p>c. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.</p> <p>d. Brain Storming, dengan cara guru menampilkan gambar dan mengajukan pertanyaan kepada siswa :</p> <ul style="list-style-type: none">• What can you see from the picture?• What extracurricular can describe the picture? <p>e. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.</p> <p>f. Guru mempersiapkan segara peralatan yang akan digunakan dalam proses pembelajaran.</p> <p>Kegiatan Inti (60 menit)</p> <p>a. Pendidik bertanya kepada peserta didik tentang extracurricular, sesuai dengan pertanyaan pada unit ini.</p> <p>b. Pendidik membagikan worksheet yang merupakan post-test recount text.</p>
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		<p>c. Peserta didik mengisi jawaban dari soal yang telah disediakan.</p> <p>d. Pendidik mengajak siswa menghafal nama nama pelajaran yang ada didalam buku.</p>
		Kegiatan Penutup (10 menit)
<p>a. Guru membuat rangkuman dari ateri yang disampaikan dalam satu pembelajaran.</p> <p>b. Tanya jawab tentang ateri yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran.</p> <p>c. Pendidik mengevaluasi work sheet yang dikerjakan peserta didik.</p> <p>d. Mengakhiri pembelajaran dengan doa</p>		
Assessment		
11.	Assessment Non Kognitif	<ol style="list-style-type: none"> 1. Apakah materi yang di diskusikan sudah cukup jelas? 2. Bagaimana pendapatmu tentang materi ini? 3. Bagaimana yang menurut kalian sulit?
	Assessment Kognitif	Instrument Test (Pre & Post Test)
	Assessment Formatif	Kelompok
Pengayaan dan Remedial		
12.	<p>Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan baik yaitu dengan cara memberikan ragam soal yang tingkatnya lebih tinggi. Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik, yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik.</p>	

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Refleksi Peserta Didik dan Guru	
13.	<p style="text-align: center;">Guru</p> <ul style="list-style-type: none"> • Apakah kegiatan belajar berhasil? • Berapa persen peserta didik mencapai tujuan? • Apa yang menurut Anda berhasil? • Kesulitan apa yang dialami guru dan peserta didik? • Apa langkah yang perlu dilakukan untuk memperbaiki proses belajar? • Apakah seluruh peserta didik mengikuti pelajaran dengan baik? <p style="text-align: center;">Peserta Didik</p> <ul style="list-style-type: none"> • Bagian mana yang menurutmu paling sulit dari pelajaran ini? • Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu? • Kepada siapa kamu akan meminta bantuan untuk memahami pelajaran ini? • Jika kamu diminta untuk memberikan bintang 1 sampai 5, berapa bintang akan kamu berikan pada usaha yang telah kamu lakukan? • Bagian mana dari pembelajaran ini yang menurut kamu menyenangkan?
LAMPIRAN	
A. Lembar Kerja Peserta Didik	Terlampir
B. Bahan Ajar	Buku Bahasa Inggris karya Mohammad Edwin Iskandar, dkk. Grafindo Media Pratama, 2022. Chapter 4 My School Activities. SMP/MTs Kelas VII 2022.



C. Daftar Pustaka

Buku Bahasa Inggris karya Mohammad Edwin Iskandar, dkk. Grafindo Media Pratama,2022. Chapter 4 My School Activities. SMP/MTs Kelas VII 2022.

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Pekanbaru, 20 April 2025

Guru Bahasa Inggris

Mahasiswa Penelitian

Nur Afni, S.Pd

Yunita Elvina



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Appendix 2

INSTRUMEN OF THE RESEARCH



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PRE-TEST/POST-TEST QUESTION

Reading Comprehension

Multiple Choice

Put a cross (X) on the letters a,b,c,d or e on the correct answer!

Read the text to answer question 1-4!

Holiday to Yogyakarta

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahma, Syiwa and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogyakarta Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

1. What time did the students arrive at Borobudur?
 - A. 3 p.m.
 - B. 4 p.m.
 - C. 5 p.m.
 - D. 6 p.m.
2. Which of the following sentences serves as the orientation of the recount text?
 - A. "On Wednesday, my students and I went to Yogyakarta."
 - B. "On Thursday, we visited the temples in Prambanan."
 - C. "On Friday morning we went to Yogyakarta Kraton."
 - D. "In the evening we left for Jakarta by wisata bus."
3. What does the word "**renovated**" in the text most closely mean?
 - A. Destroyed
 - B. Visited
 - C. Restored
 - D. Closed
4. In the sentence "They are really amazing," what does "**They**" refer to?
 - A. The students and the guide
 - B. The Brahma and Syiwa temples
 - C. The three big temples in Prambanan
 - D. The hotels in Yogyakarta

Read the text to answer question 5-8!**Holiday to the Zoo**

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.

During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

5. What did the family do after buying food at the shop?

- A. Rode on the elephant
- B. Fed some birds in the park
- C. Went to the nocturnal house
- D. Saw the animals being fed

6. Which of the following sentences serves as the orientation of the recount text?

- A. "During the lunch we fed some birds in the park."
- B. "When we got to the zoo, we went to the shop to buy some food to give to the animals."
- C. "Yesterday my family and I went to the zoo to see the elephant."
- D. "In the afternoon we saw the animals being fed."

7. What does the word "**thrill**" in the text most closely mean?

- A. Fear
- B. Excitement
- C. Boredom
- D. Disappointment

8. In the sentence "It was because we had so much fun activities at many places at the zoo," what does "**It**" refer to?

- A. The zoo
- B. The afternoon
- C. Being tired but happy
- D. The nocturnal house

Read the text to answer question 9-12!**Picnic**

Last weekend I and my classmates went to the countryside to have a picnic. Before leaving, we made some sandwiches for lunch. We left quite early to avoid the traffic jam.

After driving for two hours, we arrived at a very nice place. It was near a river with some big trees around it. The driver parked the car under the tree. Seeing

the clear and cool water of the river, my friends and I decided to swim. After having lunch together, we went around the area to enjoy the scenery. We saw some beautiful birds and butterflies.

After walking for about an hour, we decided to return to the car and go home. Unfortunately, we could not start up the car. Finally after sometime, we could make the car start up by pushing it. We were happy although we felt a bit tired when we got home.

9. What did the group do after having lunch?

- A. Swam in the river
- B. Made some sandwiches
- C. Went around the area to enjoy the scenery
- D. Pushed the car to start it

10. Which of the following sentences serves as the complication of the recount text?

- A. "Last weekend I and my classmates went to the countryside to have a picnic."
- B. "We left quite early to avoid the traffic jam."
- C. "Unfortunately, we could not start up the car."
- D. "We were happy although we felt a bit tired when we got home."

11. What does the word "scenery" in the text most closely mean?

- A. Food
- B. View
- C. Activities
- D. Car

12. In the sentence "Finally after some time, we could make the car start up by pushing it, what does "it" refer to?

- A. The picnic
- B. The area
- C. The car
- D. The tree

Read the text to answer question 13-16!

Culinary Tour in Solo

Two weeks ago, my older sister and I had a chance to visit Solo. As siblings who loved food, we agreed to do a culinary tour and explore traditional dishes in Solo.

First, we went to Veteran street in Serengan to enjoy the legendary food in Solo, selat Solo Mbak Lies. Then, we moved to Banjarsari and had goat satay in Sate Kambing Mbok Galak. During lunch time, we visited Pasar Klewer to eat delicious tengkeng by Bu Pon. In the dusk, we had some serabi Notosuman which was sweet, soft, and melted in the mouth. At the end of the day, we ended our culinary tour by trying the tasty and legendary nasi liwet Yu Sani for

dinner.

After experiencing the taste of local menus, we went back to the hotel with full belly. All the traditional dishes that we tried were never disappointing.

13. What dish did the siblings enjoy at Pasar Klewer?

- A. Selat Solo
- B. Goat satay
- C. Tengkleng
- D. Nasi liwet

14. Which sentence serves as the orientation of the recount text?

- A. "First, we went to Veteran street in Serengan to enjoy the legendary food in Solo, selat Solo Mbak Lies."
- B. "During lunch time, we visited Pasar Klewer to eat delicious tengkleng by Bu Pon."
- C. "At the end of the day, we ended our culinary tour by trying the tasty and legendary nasi liwet Yu Sani for dinner."
- D. "Two weeks ago, my older sister and I had a chance to visit Solo."

15. What does the word "**legendary**" in the text most closely mean?

- A. Ordinary
- B. Famous
- C. Disappointing
- D. Unknown

16. In the sentence "All the traditional dishes that we tried were never disappointing," what does "**we**" refer to?

- A. The writer and Bu Pon
- B. The writer and Mbak Lies
- C. The writer and the older sister
- D. The writer and Yu Sani

Read the text to answer question 17-20!

Indonesia's Reformation

For more than 30 years, Indonesia was governed by Suharto as the president after the era of President Soekarno. As the people started to feel injustice, several cracks emerged that shook the political condition. Political tensions in the capital city increased by the numerous riots that occurred in several cities and violent ethnic clashes.

The government became unstable and struggled as a monetary crisis hit Asia in the second half of 1997. Indonesia suffered the most. Prices rose massively and many businesses went bankrupt. As the economy fell down, people got angry and protests occurred everywhere. The protests became bigger and riots started in many parts of Indonesia.

During the monetary crisis, Suharto could maintain his position as president when he was re-elected in March 1998. However, Suharto did not do anything that



could help the economy. As the government seemed helpless in bringing the economy back, people demanded President Suharto to step down.

Demonsations were held everywhere and it became the peak with the Trisakti incident on 12 May 1998. Four students were shot to death when demonstrating at Trisakti University at Jakarta and 9 students were killed at Semanggi. The incident led to huge riots in Jakarta and various cities all over Indonesia.

Finally, Suharto was pushed to step down and the reformation era began in Indonesia

17. What incident marked the peak of the demonstrations against Suharto?
 - A. The monetary crisis in 1997
 - B. The re-election of Suharto in March 1998
 - C. The Trisakti incident on 12 May 1998
 - D. The violent ethnic clashes
18. Which of the following sentences serves as the resolution of the recount text?
 - A. "Political tensions in the capital city increased by the numerous- riots that occurred in several cities and violent ethnic clashes."
 - B. "As the economy fell down, people got angry and protests occurred everywhere."
 - C. "Finally, Suharto was pushed to step down and the reformation era began in Indonesia."
 - D. "During the monetary crisis, Suharto could maintain his position as president when he was re-elected in March 1998."
19. What does the word "**monetary**" in the text most closely mean?
 - A. Political
 - B. Social
 - C. Financial
 - D. Cultural
20. In the sentence "Four students were shot to death when demonstrating at Trisakti University at Jakarta and 9 students were killed at Semanggi," what does "**the incident**" refer to?
 - A. The protests against Suharto
 - B. The monetary crisis
 - C. The Trisakti incident
 - D. The violent ethnic clashes

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Appendix 3

Students' Answer



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Appendix 4

RESULT OF PRE TEST

Students	True Answer	Pre-Test Score
A.T	16	80
A.S	15	75
A.Z	7	35
B.S	14	70
B.N	9	45
D.A.J	14	70
F.S	14	70
J.N.A	16	80
K.A	13	65
M.I	12	60
M.R.P	15	75
M.R	13	65
M.R.A	14	70
M.A.V	10	50
N.A	16	80
R.A	16	80
S.Z	7	35
T.Y.P	13	65
W.R	11	55
Y.M.A	12	60
Z.Z	10	50
Total		1335
Mean		63,57

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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Appendix 5

RESULT OF POST TEST

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Students	True Answer	Post-Test Score
A.T	17	85
A.S	16	80
A.Z	11	55
B.S	15	75
B.N	11	55
D.A.J	16	80
F.S	15	75
J.N.A	17	85
K.A	14	70
M.I	14	70
M.R.P	16	80
M.R	14	70
M.R.A	15	75
M.A.V	12	60
N.A	17	85
R.A	17	85
S.Z	11	55
T.Y.P	13	65
W.R	12	60
Y.M.A	13	65
Z.Z	12	60
Total		1490
Mean		70,95



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State Islamic University of Sultan Syarif Kasim Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Appendix 6

RECCOMENDATION LETTER



UIN SUSKA RIAU



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ENGLISH LANGUAGE STUDY PROGRAM

DISPOSISI
INDEKS BERKAS
KODE : 002

NOMOR : 90

HAL : Pergantian Judul
Hari / Tanggal : Selasa 23 Juli 2024
ASAL : Yuni Elvina
NIM : 12010425465

TANGGAL PENYELESAIAN : SIFAT :

-INFORMASI

Dari

The Effect Of Using Chunking Strategy On Students' Reading Comprehension In Explanation Text Of The Eleventh Grade At Senior High School Taruna Mandiri

Menjadi

The Effect On Chunking Strategy On Students' Reading Comprehension Of Recount Text at MTS Nurul Yaqin Pekanbaru

DITERUSKAN KEPADA

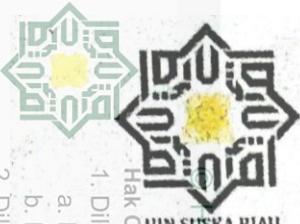
1. Kajur PBI

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3.

4.

*) 1. Kepada bawahan "Instruksi" atau Informasi
2. Kepada atasan "Informasi" coret "Instruksi"



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FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
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 Fax. (0761) 561647 Web www.fkt.uinsuska.ac.id E-mail: fkt_uinsuska@yahoo.co.id

Hak Cipta

Sifat

Lamp.

Hal

Dilanggung-Undang

State Islamic University of Sultan Syarif Kasim Riau

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Lindungi
Indah
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru
Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Yunita Elvina

NIM / HP : 12010425465 / 082384459209

Tempat / tanggal lahir : Pariaman / 30 Juni 2001

Semester / Tahun : VIII / 2024

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"THE EFFECT OF USING CHUNKING STRATEGY ON STUDENTS' READING COMPREHENSION IN EXPLANATION TEXT OF THE ELEVENTH GRADE AT SENIOR HIGH SCHOOL TARUNA PEKANBARU"**

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Robi Kurniawan, M.A

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapan terima kasih.

MENGETAHUI
Ketua Jurusan

Dr. Fauzina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,

Yunita Elvina
NIM. 12010425465

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Pekanbaru, 11 Februari 2024



YAYASAN NURUL YAQIN MTS NURUL YAQIN PEKANBARU

JL. Hangtuah NO. 22 Rejosari Kec. Tenayan Raya – Pekanbaru
Phone. 081365612893/085265316055, E-mail. mtsnurulyaqinpekanbaru@gmail.com

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 052 /MTs-NY/IV/ 2024
Sifat : Biasa
Lampiran : -
Hal : Balasan Surat Izin Melakukan Prariset

Kepada Yth.
Dekan Fakultas Tarbiyah dan Keguruan
UIN Sultan Syarif Kasim Riau
Pekanbaru

Assalamu'alaikum Wr. Wb.

Sehubungan dengan surat dari Fakultas Tarbiyah dan Keguruan UIN Suska Riau dengan nomor Un.04/F.II.3/PP.00.9/8140/2024 perihal izin melakukan Prariset, maka melalui surat ini kami menyatakan memberi izin kepada mahasiswa dibawah ini untuk melaksanakan Prariset di madrasah kami.

Nama	: YUNITA ELVINA
Nim	: 12010425465
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah Dan Keguruan UIN Suska Riau

Demikian surat balasan ini disampaikan, atas perhatian dan kerjasamanya kami ucapkan terimakasih.

Kepala Madrasah

DR. ZULKAPLI, M. Ag
NIP.197305112007101005



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/65451
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-8257/Un.04/F.II/PP.00.9/05/2024 Tanggal 13 Mei 2024, dengan ini memberikan rekomendasi kepada:

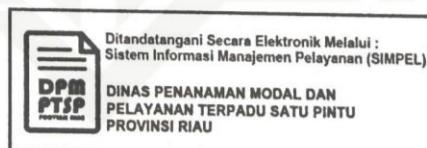
1. Nama	:	YUNITA ELVINA
2. NIM / KTP	:	120104254650
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	PEKANBARU
6. Judul Penelitian	:	THE EFFECT OF CHUNKING STRATEGY ON STUDENTS' READING COMPREHENSION IN RECOUNT TEXT AT MTS NURUL YAQIN PEKANBARU
7. Lokasi Penelitian	:	MTS NURUL YAQIN PEKANBARU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 14 Mei 2024



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



PEMERINTAH KOTA PEKANBARU
BADAN KESATUAN BANGSA DAN POLITIK

GEDUNG LIMAS KAJANG LANTAI III KOMP. PERKANTORAN PEMKO. PEKANBARU
 JL. ABDUL RAHMAN HAMID KOTA PEKANBARU



SURAT KETERANGAN PENELITIAN

Nomor : BL.04.00/Kesbangpol/1485/2024



a. Dasar

- : 1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.
- : 2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.
- : 3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.
- : 4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.
- : 5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.

b. Menimbang

- : Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPTSP/NON IZIN-RISET/65451 tanggal 14 Mei 2024, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

MEMBERITAHUKAN BAHWA :

1. Nama	:	YUNITA ELVINA
2. NIM	:	120104254650
3. Universitas	:	TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
4. Jurusan	:	PENDIDIKAN BAHASA INGGRIS
5. Jenjang	:	S1
6. Alamat	:	JL. MAHARAJA SRI WANGSA KEL.TUALANG KEC. TUALANG-SIAK
7. Judul Penelitian	:	THE EFFECT OF CHUNKING STRATEGY ON STUDENTS' READING COMPREHENSION IN RECOUNT TEXT AT MTS NURUL YAQIN PEKANBARU
8. Lokasi Penelitian	:	KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal Surat Keterangan Penelitian ini diterbitkan.
3. Berpakaian sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan foto copy Kartu Tanda Pengenal.
4. Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 15 Mei 2024

a.n. KEPALA BADAN KESATUAN BANGSA
 DAN POLITIK KOTA PEKANBARU
 Kepala Bidang Politik Dalam Negeri

TENGKU FIRDAUS, SE, M.Si
 PEMBINA
 NIP. 19760409 199803 1 001

Tembusan

Yth :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.
2. Yang Bersangkutan.

Dilindungi Undang-Undang
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



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Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id. E-mail: eftak_uinsuska@yahoo.co.id

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Nomor : B-8257/Un.04/F.II/PP.00.9/05/2024
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : Mohon Izin Melakukan Riset

Pekanbaru, 13 Mei 2024 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Yunita Elvina
NIM	: 12010425465
Semester/Tahun	: VIII (Delapan)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Effect Of Chunking Strategy On Students' Reading Comprehension In Recount Text At MTs Nurul Yaqin Pekanbaru

Lokasi Penelitian : MTs Nurul Yaqin Pekanbaru

Waktu Penelitian : 3 Bulan (13 Mei 2024 s.d 13 Agustus 2024)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Rektor
Dekan
Dr. H. Kadar, M.Ag.
NIP. 19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau



KEMENTERIAN AGAMA REPUBLIK INDONESIA

KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU

Jalan. Arifin Achmad Simpang Rambutan Nomor. 01 Pekanbaru

Telp. 0761 66513, 66504 FAX. 66513

Email : tu_pekanbaru@yahoo.go.id

Hak Cipta
Dilindungi
Peraturan
Pemerintah
Pang

Nomor
Sifat

Lampiran

Perihal

Yth. Sdr*i*

Di

Pekanbaru

Dengan hormat,

: B-2378/Kk.04.5/TL.00/05/2024

: Biasa

: -

: Mohon Izin Melakukan Riset

YUNITA ELVINA

Pekanbaru, 29 Mei 2024 M

Pang

Pang

Dengan hormat,

Dalam Rangka Menata Kearsipan dan Kepustakaan Kantor Kementerian Agama Kota Pekanbaru, kami
mohon kiranya kesediaan saudara/i untuk melakukan penelitian di bawah lingkungan Kantor Kementerian
Agama kota Pekanbaru, agar menyumbangkan satu Exemplar hasil risetnya.

Agar hasil riset tersebut menjadi sumber informasi yang berguna bagi instansi Kantor Kementerian Agama
Kota Pekanbaru.



Catatan:

Pas Photo 4x6 warna 1 lembar

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Yunita Elvina

1010425466

Selasa, 30 April 2024

The Effect of Using Chunking Strategy on Students' Reading Comprehension in Explanation Text of the Eleventh Grade at Senior High School Taruna Pekanbaru

Nama
Nomor Induk Mahasiswa
Haris Tanggal
Juditu Proposol Penelitian

NO

URAIAN PERBAIKAN

1. Revise the title! formulation
2. Revise the limitation of problem!
3. Revise the background of problem!
4. Add theories about chunking strategy in reading comprehension!
5. Revise all tables & references!
6. Revise the grammatical mistakes!
7. Omit the "reason of choosing the title"!
8. Add theories for each indicators!
9. Revise time of the research!

State Islamic University of Sultan Syarif Kasim Riau

Pengaji I

Dr. Fauzina Anastasia, S.S., M.Hum

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

Pekanbaru, 30 April 2024
Pengaji II

Y.W.W.
Kurnia Budiyanti, M.Pd
130 117 076



UIN SUSKA RIAU



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Yunita Elvina
 Nomor Induk Mahasiswa : 120104125465
 Hari/Tanggal Ujian : Selasa, 30 April 2024
 Judul Proposal Ujian : The effect of chunking strategy on Student Reading Comprehension in Analytical Exposition text of the eleventh grade at SMA Taruna Pekanbaru

Isi Proposal

: Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Fauzina Anastasia, S.S.M. ^{Wakil Dekan I}	PENGUJI I		
2.	Kurnia Budiyanti, M.Pd	PENGUJI II		



Mengetahui
Dekan
an
Wakil Dekan I
Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 6 Mei 2024.
Peserta Ujian Proposal

Yunita Elvina
NIM. 120104125465



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Pekanbaru, 14 Mei 2024

Hal : Pergantian Judul

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Yunita Elvina
NIM / HP : 12010425465/082384459209
Tempat / tanggal lahir : Pariaman/ 30 Juni 2001
Semester / Tahun : VIII / 2024
Jurusan : Pendidikan Bahasa Inggris
Dosen Pembimbing : Robi Kurniawa, MA.

Berdasarkan Rekomendasi Dosen Pembimbing, Dengan Ini Saya Mengajukan Kepada Bapak/ Ibu Permohonan Pergantian Judul Dari " THE EFFECT OF USING CHUNKING STRATEGY ON STUDENTS' READING COMPREHENSION IN EXPLANATION TEXT OF THE ELEVENTH GRADE AT SENIOR HIGH SCHOOL TARUNA MANDIRI" Menjadi "The Effect of Chunking Strategy on Students' Reading Comprehension of Recount Text at MTS Nurul Yaqin Pekanbaru" Dengan Demikian Surat Permohonan Ini Saya Sampaikan Sekiranya Bapak/ Ibu Dapat Mempertimbangkan, Atas Perhatian Saya Ucapkan Terima Kasih.

MENGETAHUI
Ketua Jurusan

Dr. Faurina Anastasia, S.Si, M.Hum.
NIP. 198106112008012017

Hormat Saya,


Yunita Elvina
NIM.12010425465



**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 2. Nama Pembimbing : Robi Kurniawan, S.Pd, MA.
 a. Nomor Induk Pegawai (NIP) : 198509162023211008
 3. Nama Mahasiswa : Yunita Elvina
 4. Nomor Induk Mahasiswa : 12010425465
 5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.		Chapter I (background)		
2.		Chapter I (background)		
3.		Chapter II (lit. review)		
4.		Chapter III (method)		
5.		Chapter		
6.	17.07.2024	Chapter IV (finding)		
7.	17.07.2024	Chapter V (discussion)		

Pekanbaru, 17-7-2024
 Pembimbing,

Robi Kurniawan, S.Pd, MA.
 NIP. 198509162023211008

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YAYASAN NURUL YAQIN MTS NURUL YAQIN PEKANBARU

JL. Hangtuah NO. 22 Rejosari Kec. Tenayan Raya - Pekanbaru
Phone. 081365612893/085265316055, E-mail. mtsnurulyaqinpekanbaru@gmail.com

SURAT KETERANGAN

Nomor : Mts. 04/ NY/ KP. 01.2/ IX /181/2024

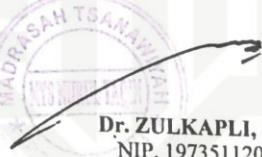
Yang bertanda tangan di bawah ini adalah kepala MTS Nurul Yaqin Pekanbaru menerangkan
bahwa :

Nama	: YUNITA ELVINA
NIM	: 12010425465
Jurusan	: Pendidikan Bahasa Inggris
Jenjang	: S1
Lokasi Penelitian	: MTs Nurul Yaqin Pekanbaru
Judul Penelitian	: The Effect Of Chunking Strategy On Student' Reading Comprehension In Recount Text At MTS NURUL YAQIN PEKANBARU.

Yang bersangkutan telah selesai melaksanakan penelitian di MTs Nurul Yaqin Pekanbaru.

Demikian surat ini kami sampaikan agar dapat digunakan sebagaimana mestinya, atas
perhatian dan kerjasamanya kami ucapkan terimakasih.

Pekanbaru, 11 September 2024
Kepala Madrasah,


Dr. ZULKAPLI, S.Ag, M.Ag
NIP. 19735112007101005

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Appendix 7

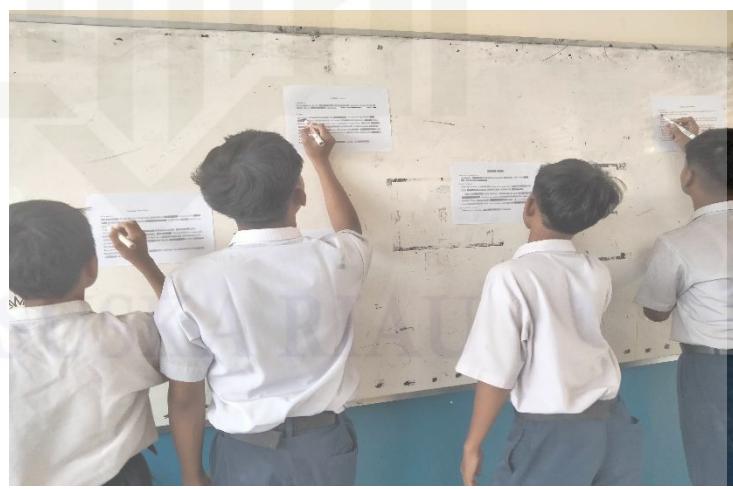
DOCUMENTATION



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CURRICULUM VITAE

Yunita Elvina is the second daughter of Mr. Harmen and Mrs. Syamsidar. She was born in Pariaman City, 30 june 2001. In 2013, she graduated from SDS Ash-Shobar Qolbi. She also completed her studies at SMPN 05 Tualang in 2016 and SMAN 02 Tualang in 2019. In 2020, she was accepted as an English student Department of Education, Faculty of Teacher Training and Education,

UIN Suska Riau. In July 2023, she is implementing a KKN (Kuliah Kerja Nyata) program in Air Terjun Village, District. Sorek, Kab. Pelalawan. Then she took part in the Pre Service Teacher Practice (PPL) program at MTs Nurul Yaqin Pekanbaru from September to November 2023. To fulfill the requirements for a Bachelor of English Language Education. She conducted research from Mei to July 2023 on a thesis entitled “The Effect of Using Chunking Strategy on Student Reading Comprehension of recount text at MTs Nurul Yaqin Pekanbaru.”

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