

**THE INFLUENCE OF CHUNKING ON STUDENTS' READING
COMPREHENSION**

(An Experimental Research on Tenth Grade Students at SMA Negeri 4
Purwokerto in the Academic Year 2015/2016)



A THESIS

Submitted to the English Education Department
as a Partial Fulfillment of the Requirement for S. Pd Degree

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Students at SMA Negeri 4 Purwokerto in
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**THE INFLUENCE OF CHUNKING ON STUDENTS' READING
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Purwokerto in Academic Year 2015/2016)**

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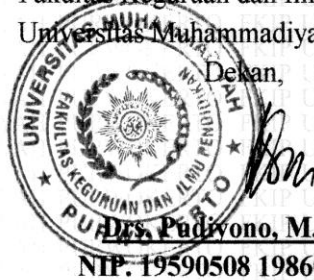
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DEDICATION

Bismillahirrohmanirrohim

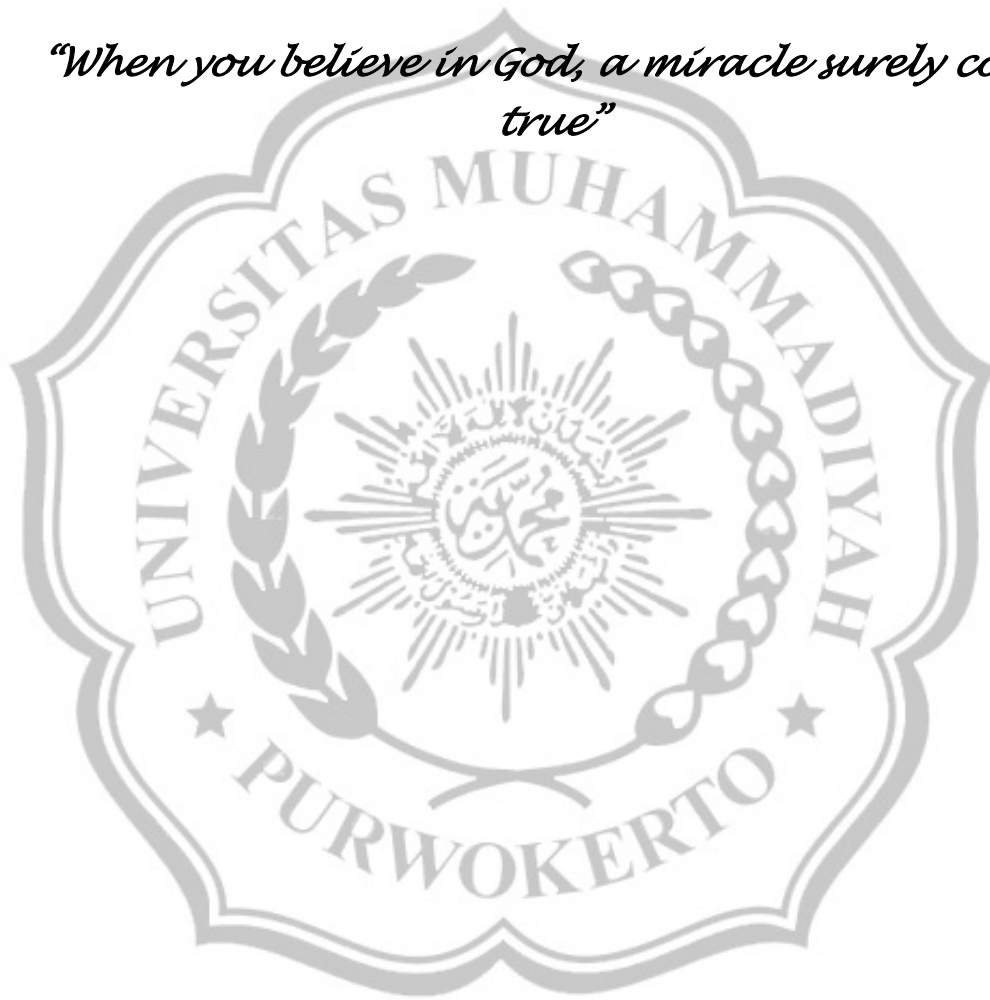
This thesis is heartedly dedicated to:

1. My lovely parents Sumiyatun and Sutarso who always give me endless love, sacrifice, support and prayer. Because of you, I can finish my study well. Thanks for being such great parents for me. I am so proud to be your daughter. I will always love you.
2. My lovely sister Kusuma Ihtiarti for your love, support and prayers.
3. My partner Andhika Wahyu Ristanto who always gives me support and spirit.
4. My lovely friends Anis, Anggi, Uji, and Ririn for the togetherness, laughter, inspiration, spirit and the hope for being graduated together so that I was encouraged to finish this thesis on time.
5. My big family of English Education Department 2012 in take especially Class D for all the laughters and happines we have shared together.

MOTTO

“Prophet Muhammed (pbuh) said: If Allah wants to do good to somebody, He afflicts him with trials” -Sahih Bukhari-

“When you believe in God, a miracle surely come true”



ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb.

In the name of Allah, the most merciful, the Lord of universe, because of Him, the writer could finish this graduating paper as partial fulfillment of requirement for *S. Pd* degree of Teacher Training and Education Faculty in The University of Muhammadiyah Purwokerto. The writer realized that there were some people who had helped and contributed the ideas and time for completing this final project. The writer would like to express the gratitude appreciation to:

1. Drs. Pudiyono, M.Hum, as the Dean of Teacher Training and Education Faculty of the University of Muhammadiyah Purwokerto.
2. Rina Agustina, S. S, MAppLing TESOL as the head of English Education Department who had given permission to conduct this research.
3. Dr. Furqanul Aziz, M. Pd, as the Thesis Supervisor who always spared his time and guided the writer. His thoughtful guidance and warming encouragement supported the writer much to complete this graduating paper.
4. All of the lecturers in English Education Department for had given me much knowledge.
5. Drs. Prijanto Edy Purwanto, M.Pd, the Headmaster of SMA Negeri 4 Purwokerto who gave permission to conduct the research.
6. Nurchayati, S. Pd, the English teacher of the tenth grade students at SMA Negeri 4 Purwokerto who helped the writer in conducting the research.
7. The tenth grade students of SMA Negeri 4 Purwokerto especially X MIA 3 and X MIA 5 who had participated in this research.

Finally, this graduating paper is expected to be able to provide knowledge and information for the readers especially in educational field. The writer appreciates any opinions and suggestions for the improvement of this thesis.

Wassalamu'alaikum Wr. Wb.

Purwokerto, 2 Agustus 2016

The writer



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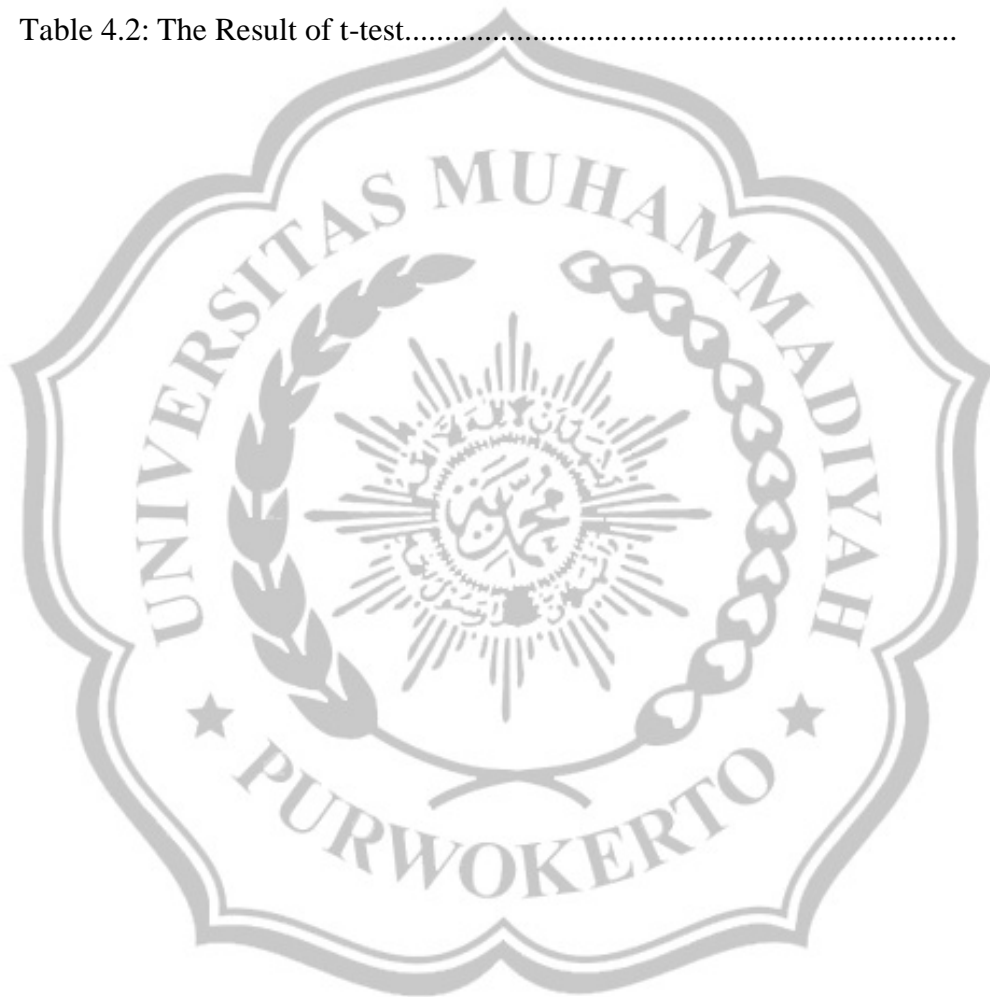
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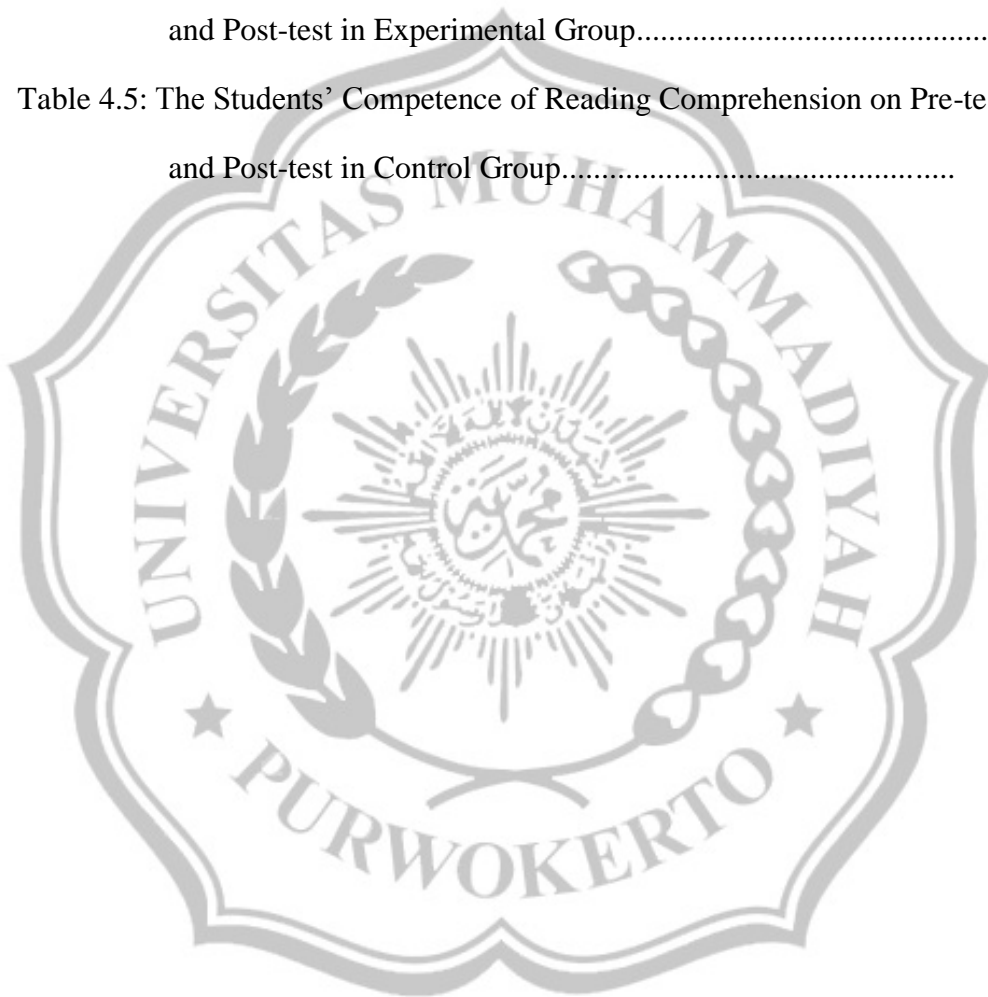
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ABSTRACT

THE INFLUENCE OF CHUNKING ON STUDENTS' READING COMPREHENSION (An Experimental Research on Tenth Grade Students at SMA Negeri 4 Purwokerto in the Academic Year 2015/2016)

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The aim of this research was to find out whether chunking strategy influenced students' reading comprehension. This research used experimental method and it was conducted on 28th April until 13th May 2016. The subjects of the research were 72 students of two science classes, in which one class (X MIA 3) was treated as the experimental group and the other (X MIA 5) as the control group. The data were collected through test. The test was in the form of multiple choices. T-test formula was used to analyze the data. Using the t-test at the significance level of 0.05 and the degree of freedom 70, data analysis showed that the chunking strategy was effective ($4.726 > 1.666$). The t-test result for five components namely decoding knowledge, discourse knowledge, syntactic knowledge, readiness aspect and affective aspect were significant and one of the components was not significant, namely vocabulary knowledge. Based on the result of the research, it can be concluded that chunking strategy was effective for teaching reading and the hypothesis which stated that chunking influences on students' reading comprehension was accepted.