



	<p>iv. 3 and <math>H_a</math> is accepted</p> <p>The result of <math>t</math> (obtained) is 14.4 and the <math>t</math> (critical) is <math>\pm 2.045</math>.</p> <p>i. 1 The result of <math>t</math> (obtained) is 14.4</p> <p>ii. 2 and the <math>t</math> (critical) is <math>\pm 2.045</math></p> <p>The mean of the reading comprehension of the eighth grade students of MTs N 1 Kudus in 2016/2017 academic year before being taught by using Silent Card Shuffle Strategy is 66, while after being taught by using Silent Card Shuffle Strategy is 82.</p> <p>i. <math>\alpha</math> The mean of the reading comprehension of the eighth grade students of MTs N1 Kudus in 2016/2017 academic year before being taught by using Silent Card Shuffle Strategy is 66</p> <p>ii. <math>\gamma</math> while after being taught by using Silent Card Shuffle Strategy is 82</p> <p>So, the writer concluded that Silent Card Shuffle Strategy is an effective strategy to teach reading of the eighth grade students of MTs N 1 Kudus in 2016/2017 academic year.</p> <p>i. <math>\alpha</math> So the writer concluded</p> <p>ii. <math>\beta</math> that Silent Card Shuffle Strategy is an effective strategy to teach reading of the eighth grade students of MTs N 1 Kudus in 2016/2017 academic year</p>	<p><b>Parataxis = 2</b></p> <p><b>Hypotaxis = 2</b></p> <p><b>Hypotaxis = 2</b></p>
2	<p>After finding the research and discussing it in the previous chapter; the students' perception of the tenth preminent class of MA NU Banat Kudus in 2015/2016 academic year toward their English teacher's time and classroom space is fair.</p> <p>i. <math>\beta</math> After finding the research</p> <p>ii. 2 and discussing it in the previous chapter</p> <p>iii. 1 <math>\alpha</math> the students' perception of the tenth preminent class of MA</p>	<p><b>Parataxis = 2</b></p> <p><b>Hypotaxis = 2</b></p>

	<p>NU Banat Kudus in 2015/2016 academic year toward their English teacher's time and classroom space is fair</p> <p>The English teacher of the tenth preeminent class of MA NU Banat Kudus is fair in managing setting up the classroom and managing administrative task, transition and interruption while the students' perception of the tenth preeminent class of MA NU Banat Kudus teacher's managing instructional time is good.</p> <ul style="list-style-type: none"> <li>i. 1 <math>\alpha</math> The English teacher of the tenth preeminent class of MA NU Banat Kudus is fair in managing setting up the classroom</li> <li>ii. 2 and managing administrative task, transition and interruption</li> <li>iii. <math>\beta</math> while the students' perception of the tenth preeminent class of MA NU Banat Kudus teacher's managing instructional time is good</li> </ul> <p>While the students perception of the tenth preeminent class of MA NU Banat Kudus in 2015/2016 academic year toward their English teacher's managing student's behavior is fair.</p> <ul style="list-style-type: none"> <li>i. <math>\beta</math> While the students perception of the tenth preeminent class of MA NU Banat Kudus in 2015/2016 academic year toward their English teacher's</li> <li>ii. <math>\alpha</math> managing student's behavior is fair</li> </ul> <p>On the other hand the researcher concludes that the students' perception of the tenth preeminent class of MA NU Banat Kudus toward the teacher's delivering teaching standard and reinforcement are fair.</p> <ul style="list-style-type: none"> <li>i. 1 <math>\alpha</math> On the other hand the researcher concludes</li> <li>ii. <math>\beta</math> that the students' perception of the tenth preeminent class of MA NU Banat Kudus toward the</li> </ul>	<p><b>Parataxis = 2</b> <b>Hypotaxis = 2</b></p> <p><b>Hypotaxis = 2</b></p> <p><b>Parataxis = 2</b> <b>Hypotaxis = 2</b></p>
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	<p>teacher's delivering teaching standard</p> <p>iii. 2 and reinforcement are fair</p> <p>And from the last aspect of classroom management, the researcher conclude that the students' perception of the tenth preeminent class of MA NU Banat Kudus in 2015/2016 academic year toward their English teacher providing feedback is fair.</p> <p>i. 2 And from the last aspect of classroom management</p> <p>ii. 1 <math>\alpha</math> the researcher conclude  <math>\beta</math> that the students' perception of the tenth preeminent class of MA NU BanatKudus in 2015/2016 academic year toward their English teacher providing feedback is fair</p> <p>The English teacher of the tenth preeminent class of MA NU Banat Kudus is fair in providing oral feedback.</p> <p>i. 1 The English teacher of the tenth preeminent class of MA NU Banat Kudus is fair in providing oral feedback</p> <p>So, from the explanation above, the researcher can conclude that the perception of the tenth preeminent class of MA NU Banat Kudus students in 2015/2016 academic year toward their English teacher classroom management is fair.</p> <p>i. 2 So from the explanation above</p> <p>ii. 1 <math>\alpha</math> the researcher can conclude</p> <p>iii. <math>\beta</math> that the perception of the tenth preeminent class of MA NU Banat Kudus students in 2015/2016 academic year toward their English teacher classroommanagement is fair</p>	<p><b>Parataxis = 2</b> <b>Hypotaxis = 2</b></p> <p><b>Parataxis = 1</b></p> <p><b>Parataxis = 2</b> <b>Hypotaxis = 2</b></p>
<b>3</b>	After completing this research, the writer draws conclusion that can be seen as follows:	<b>Hypotaxis = 3</b>

	<p>i. <math>\gamma</math> After completing this research</p> <p>ii. <math>\alpha</math> the writer draws conclusion</p> <p>iii. <math>\beta</math> that can be seen as follows</p> <p>The writer concluded that there is significant difference between the ability of writing recount text of the eighth grade students of SMP Negeri 1 Gabus Pati before and after being taught by writing personal letter in academic year 2016/2017, in the level of significance (<math>\alpha</math>) is 0.05 degree of freedom (df) 35.</p> <p>i. 1 <math>\alpha</math> The writer concluded</p> <p>ii. <math>\beta \alpha</math> that there is significant difference</p> <p>iii. <math>\beta</math> between the ability of writing recount text of the eighth grade students of SMPNegeri 1 Gabus Pati</p> <p>iv. 2 <math>\gamma</math> before and after being taught by writing personal letter in academic year 2016/2017</p> <p>v. 3 in the level of significance (<math>\alpha</math>) is 0.05 degree of freedom (df) 35</p> <p>It is shown that t (obtained) is higher than t (critical).</p> <p>i. <math>\alpha</math> It is shown</p> <p>ii. <math>\beta \alpha</math> that t (obtained) is higher</p> <p>iii. <math>\beta</math> than t (critical)</p> <p>The result of <math>t_0</math> or t (obtained) is 11.60 and the <math>t_1</math> or t (critical) is <math>\pm 2.030</math>.</p> <p>i. 1 The result of <math>t_0</math></p> <p>ii. 2 or t (obtained) is 11.60</p> <p>iii. 3 1 and the <math>t_1</math></p> <p>iv. 2 or t (critical) is <math>\pm 2.030</math></p> <p>The mean of ability of writing recount text of the eighth grade students of SMP Negeri 1 Gabus Pati academic year 2016/2017 before being taught by writing personal letter is 64 and after being taught by writing personal letter is 74.</p> <p>i. 1 <math>\alpha</math> The mean of ability of writing recount text of the eighth grade</p>	<p><b>Parataxis = 3</b> <b>Hypotaxis = 5</b></p> <p><b>Hypotaxis = 4</b></p> <p><b>Parataxis = 5</b></p> <p><b>Parataxis = 2</b> <b>Hypotaxis = 3</b></p>
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	<p>students of SMP Negeri 1 Gabus Pati academic year 2016/2017</p> <p>ii. <math>\beta</math> before being taught by writing personal letter is 64</p> <p>iii. 2 <math>\gamma</math> and after being taught by writing personal letter is 74</p> <p>Therefore, the mean post-test is significantly higher than pre-test and it can be concluded that writing personal letter is an effective way to teach writing recount text.</p> <p>i. 1 <math>\alpha</math> Therefore the mean post-test is significantly higher</p> <p>ii. <math>\beta</math> than pre-test</p> <p>iii. 2 <math>\alpha</math> and it can be concluded</p> <p>iv. <math>\beta</math> that writing personal letter is an effective way</p> <p>v. <math>\gamma</math> to teach writing recount text</p>	<p><b>Parataxis = 2</b> <b>Hypotaxis = 5</b></p>
4	<p>The discussion from the previous chapter is to be summarized to accomplish the objective of the research.</p> <p>i. 1 <math>\alpha</math> The discussion</p> <p>ii. 2 from the previous chapter is to be summarized</p> <p>iii. <math>\beta</math> to accomplish the objective of the research</p> <p>I would like to state a conclusion, since there is a statement of the problem that should be answered.</p> <p>i. 1 <math>\alpha</math> I would like</p> <p>ii. <math>\beta</math> to state a conclusion</p> <p>iii. 2 <math>\alpha</math> since there is a statement of the problem</p> <p>iv. <math>\beta</math> that should be answered</p> <p>The conclusion are as follows:</p> <p>i. 1 The conclusion are as follows</p> <p>Based on the questionnaire result, the perception of students of SMA N 1 Bae Kudus toward English PPL is good on three aspects of Hornings' criterion with over than 70% average of good perception for structure, position and</p>	<p><b>Parataxis = 2</b> <b>Hypotaxis = 2</b></p> <p><b>Parataxis = 2</b> <b>Hypotaxis = 4</b></p> <p><b>Parataxis = 1</b></p> <p><b>Parataxis = 2</b> <b>Hypotaxis = 2</b></p>

	<p>backstage.</p> <ul style="list-style-type: none"> <li>i. 1 Based on the questionnaire result</li> <li>ii. 2 <math>\alpha</math> the perception of students of SMA N 1 Bae Kudus toward English PPL is good on three aspects of Hornings' criterion</li> <li>iii. <math>\beta</math> with over than 70% average of good perception for structure, position and backstage</li> </ul> <p>But the perception of students toward setting aspect is still bad with over than 74% of bad perception.</p> <ul style="list-style-type: none"> <li>i. 1 <math>\alpha</math> But the perception of students toward setting aspect is still bad</li> <li>ii. 2 <math>\beta</math> with over than 74% of bad perception</li> </ul> <p>The result shows that English PPL students are still not aware towards the benefits for constructing a good setting of the classroom but have a good ability to make a good structure, to reposition themselves and to behave out of classroom as their backstage aspect.</p> <ul style="list-style-type: none"> <li>i. 1 <math>\alpha</math> The result shows</li> <li>ii. <math>\beta</math> that English PPL students are still not aware towards the benefits</li> <li>iii. 2 for constructing a good setting of the classroom</li> <li>iv. 3 1 <math>\alpha</math> but have a good ability</li> <li>v. <math>\beta</math> to make a good structure</li> <li>vi. <math>\gamma</math> to reposition themselves</li> <li>vii. 2 <math>\alpha</math> and to behave out of classroom</li> <li>viii. <math>\beta</math> as their backstage aspect</li> </ul> <p>The interview result shows that the perception of teacher of SMA N 1 Bae Kudus toward English PPL performance is still out of their expectation with most of the interview questions were answered with negative answer and a lot of opinion from them.</p> <ul style="list-style-type: none"> <li>i. <math>\alpha</math> The interview result shows</li> <li>ii. <math>\beta</math> that the perception of teacher of SMA N 1 Bae Kudus toward</li> </ul>	<p><b>Parataxis = 2</b> <b>Hypotaxis = 2</b></p> <p><b>Parataxis = 5</b> <b>Hypotaxis = 7</b></p> <p><b>Parataxis = 2</b> <b>Hypotaxis = 5</b></p>
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	<p>English PPL performance is still out of their expectation</p> <p>iii. 1 <math>\gamma</math> <math>\alpha</math> with most of the interview questions were answered</p> <p>iv. <math>\beta</math> with negative answer</p> <p>v. 2 and a lot of opinion from them</p> <p>We can see that on the result that the teacher mostly answer with not so good or still need to learn, for example of their preparation, structure, confidence and their voice in classroom.</p> <p>i. <math>\alpha</math> We can see</p> <p>ii. <math>\beta</math> that on the result</p> <p>iii. 1 <math>\gamma</math> <math>\alpha</math> that the teacher mostly answer</p> <p>iv. <math>\beta</math> with not so good</p> <p>v. 2 or still need</p> <p>vi. <math>\gamma</math> to learn</p> <p>vii. 1 for example of their preparation, structure, confidence</p> <p>viii. 2 and their voice in classroom</p> <p>It shows that English PPL students not only need more preparation before they conduct the program but also learn and adapt faster during the program so they can reach the teacher expectation in the end of the program.</p> <p>i. 1 <math>\alpha</math> It shows</p> <p>ii. <math>\beta</math> that English PPL students</p> <p>iii. 2 not only need more preparation</p> <p>iv. <math>\gamma</math> before they conduct the program</p> <p>v. 3 1 but also learn</p> <p>vi. 2 and adapt faster during the program</p> <p>vii. 3 so they can reach the teacher expectation in the end of the program</p>	<p><b>Parataxis = 4</b> <b>Hypotaxis = 6</b></p> <p><b>Parataxis = 6</b> <b>Hypotaxis = 3</b></p>
5	<p>Strategy is the tool for getting the achievement in study.</p> <p>i. 1 Strategy is the tool for getting the achievement in study</p> <p>Without using strategies, people will not be</p>	<p><b>Parataxis = 1</b></p> <p><b>Hypotaxis = 2</b></p>



	<p>capable of study.</p> <ol style="list-style-type: none"> <li>i. <math>\beta</math> Without using strategies</li> <li>ii. <math>\alpha</math> people will not be capable of study</li> </ol> <p>Based on the result of the data analysis which has been discussed in the previous chapter, it can be concluded as follows:</p> <ol style="list-style-type: none"> <li>i. 2 Based on the result of the data analysis</li> <li>ii. <math>\beta</math> which has been discussed in the previous chapter</li> <li>iii. 1 <math>\alpha</math> it can be concluded</li> <li>iv. <math>\gamma</math> as follows</li> </ol> <p>Based on the finding of this research, it can be concluded that students in public speaking lesson used social strategies most frequently than other strategies.</p> <ol style="list-style-type: none"> <li>i. 2 Based on the finding of this research</li> <li>ii. 1 <math>\alpha</math> it can be concluded</li> <li>iii. <math>\beta</math> that students in public speaking lesson used social strategies most frequently than other strategies</li> </ol> <p>It can be seen from the highest response that the students gave.</p> <ol style="list-style-type: none"> <li>i. 1 It can be seen</li> <li>ii. 2 <math>\alpha</math> from the highest response</li> <li>iii. <math>\beta</math> that the students gave</li> </ol> <p>There are three statements for social strategies, the 18 and 19 were the most strategies used by the students.</p> <ol style="list-style-type: none"> <li>i. 1 There are three statements for social strategies</li> <li>ii. 2 the 18 and 19 were the most strategies used by the students</li> </ol> <p>The second strategy used by the students was cognitive strategy.</p> <ol style="list-style-type: none"> <li>i. 1 The second strategy used by the students was cognitive strategy</li> </ol>	<p><b>Parataxis = 2</b> <b>Hypotaxis = 3</b></p> <p><b>Parataxis = 2</b> <b>Hypotaxis = 2</b></p> <p><b>Parataxis = 2</b> <b>Hypotaxis = 2</b></p> <p><b>Parataxis = 2</b></p> <p><b>Parataxis = 1</b></p>
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	<p>The third strategy used by the students was compensation strategy.</p> <p>i. 1 The third strategy used by the students was compensation strategy</p> <p>The fourth strategy was metacognitive strategy.</p> <p>i. 1 The fourth strategy was metacognitive strategy</p> <p>The last strategy used by the students was memory strategy.s</p> <p>i. 1 The last strategy used by the students was memory strategy</p> <p>Another finding was found out to know the students' strategies used by the students in high speaking ability.</p> <p>i. <math>\alpha</math> Another finding was found out</p> <p>ii. <math>\beta</math> to know the students' strategies used by the students in high speaking ability</p> <p>The result showed that the students in high speaking ability used social strategies.</p> <p>i. <math>\alpha</math> The result showed</p> <p>ii. <math>\beta</math> that the students in high speaking ability used social strategies</p> <p>The second strategy used by the students was cognitive strategies.</p> <p>i. 1 The second strategy used by the students was cognitive strategies</p> <p>The third strategy used by the students were compensation strategies.</p> <p>i. 1 The third strategy used by the students were compensation strategies</p> <p>Then, the next strategies had two strategies used by the students, they are affective and memory strategies.</p> <p>i. 1 Then, the next strategies had two strategies used by the students</p> <p>ii. 2 1 they are affective</p> <p>iii. 2 and memory strategies</p>	<p><b>Parataxis = 1</b></p> <p><b>Parataxis = 1</b></p> <p><b>Parataxis = 1</b></p> <p><b>Hypotaxis = 2</b></p> <p><b>Hypotaxis = 2</b></p> <p><b>Parataxis = 1</b></p> <p><b>Parataxis = 1</b></p> <p><b>Parataxis = 4</b></p>
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	<p>The last strategies used by the students in high speaking ability was metacognitive strategies.</p> <p>i. 1 The last strategies used by the students in high speaking ability was metacognitive strategies</p>	<b>Parataxis = 1</b>
<b>6</b>	<p>The writer would like to draw conclusion as follows:</p> <p>i. <math>\alpha</math> The writer would like to draw conclusion as follows</p> <p>The result of The Implementation of Morning tutorial in SMA Muhammadiyah can be seen that three meeting in morning tutorial, the teacher always giving warming up to test students about their English knowledge by giving some questions.</p> <p>i. 1 <math>\alpha</math> The result of The Implementation of Morning tutorial in SMA Muhammadiyah can be seen</p> <p>ii. <math>\beta</math> that three meeting in morning tutorial</p> <p>iii. 2 <math>\alpha</math> the teacher always giving warming up</p> <p>iv. <math>\beta</math> to test students about their English knowledge by giving some questions</p> <p>Teacher sometimes made a game in morning tutorial activity to make the students feel refresh and fun.</p> <p>i. 1 <math>\alpha</math> Teacher sometimes made a game in morning tutorial activity</p> <p>ii. <math>\beta</math> to make the students feel refresh and fun</p> <p>iii. 2</p> <p>In teaching learning process of morning tutorial, the teacher did not always use English to explain the material.</p> <p>i. 1 In teaching learning process of morning tutorial</p> <p>ii. 2 the teacher did not always use English to explain the material</p> <p>The teacher always gave the assignment to the students to do individually or group.</p>	<p><b>Parataxis = 1</b></p> <p><b>Parataxis = 2</b> <b>Hypotaxis = 4</b></p> <p><b>Parataxis = 2</b> <b>Hypotaxis = 2</b></p> <p><b>Parataxis = 2</b></p> <p><b>Parataxis = 1</b></p>

	<p>i. 1 The teacher always gave the assignment to the students to do individually or group</p> <p>The technique which use the English teacher in teaching English is always asks students to practice after the teacher explained the material.</p> <p>i. <math>\alpha</math> The technique</p> <p>ii. <math>\beta</math> which use the English teacher in teaching English is always asks students to practice</p> <p>iii. <math>\gamma</math> after the teacher explained the material</p> <p>By giving assignment to the students, the teacher will know how far their understanding about material.</p> <p>i. 2 By giving assignment to the students</p> <p>ii. 1 the teacher will know their understanding about material</p> <p>Teacher also always give correction after the students practice their work.</p> <p>i. <math>\alpha</math> Teacher also always give correction</p> <p>ii. <math>\beta</math> after the students practice their work</p> <p>From the second statement of the problem about students' perception in implementation of Morning tutorial, the writer shared questionnaire sheet in open-ended and closed-ended questions.</p> <p>i. 3 From the second statement of the problem about students' perception in implementation of Morning tutorial</p> <p>ii. 1 the writer shared questionnaire sheet in open-ended</p> <p>iii. 2 and closed-ended questions</p> <p>The result of open-ended questions are all of the students stated that morning tutorial activity can help them to learn English easier because the</p>	<p><b>Hypotaxis = 3</b></p> <p><b>Parataxis = 2</b></p> <p><b>Hypotaxis = 2</b></p> <p><b>Parataxis = 3</b></p> <p><b>Parataxis = 2</b> <b>Hypotaxis = 4</b></p>
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	<p>class in morning tutorial is so fun and the students like the way of the English teacher teach them.</p> <ul style="list-style-type: none"> <li>i. <math>\alpha</math> The result of open-ended questions are all of the students stated</li> <li>ii. <math>\beta</math> that morning tutorial activity can help them</li> <li>iii. <math>\gamma</math> to learn English easier</li> <li>iv. 1 <math>\delta</math> because the class in morning tutorial is so fun</li> <li>v. 2 and the students like the way of the English teacher teach them</li> </ul> <p>While the result from closed-ended questions, we can see from the list of questions that have shown a positive responses from the students.</p> <ul style="list-style-type: none"> <li>i. <math>\gamma</math> While the result from closed-ended questions</li> <li>ii. 1 <math>\alpha</math> we can see</li> <li>iii. 2 from the list of questions</li> <li>iv. <math>\beta</math> that have shown a positive responses from the students</li> </ul> <p>Here, the writer can conclude that students get advantages from the teaching English in morning tutorial activity not only increase students' speaking skill but also help them to get English score better.</p> <ul style="list-style-type: none"> <li>i. <math>\alpha</math> Here, the writer can conclude</li> <li>ii. <math>\beta</math> that students get advantages from the teaching English in morning tutorial activity not only increase students' speaking skill but also help them to get English score better</li> </ul> <p>17 or 23 students also stated that they want the morning tutorial still continue until they in XII grade</p> <ul style="list-style-type: none"> <li>i. <math>\alpha</math> 17 or 23 students also stated</li> <li>ii. <math>\beta</math> 1 that they want the morning tutorial still continue</li> <li>iii. 2 until they in XII grade</li> </ul>	<p><b>Parataxis = 2</b> <b>Hypotaxis = 3</b></p> <p><b>Hypotaxis = 2</b></p> <p><b>Parataxis = 2</b> <b>Hypotaxis = 2</b></p>
7	Based on the result of data analysis that had	<b>Hypotaxis = 4</b>

	<p>been calculated in the previous chapter, the writer concluded that there is a significant difference between the reading comprehension of Training Class 36<sup>th</sup> period students of <i>Effective English Conversation Course</i> (EECC) Kudus before and after being taught by using Chunking Technique.</p> <ol style="list-style-type: none"> <li>i. <math>\alpha</math> Based on the result of data analysis</li> <li>ii. <math>\beta</math> that had been calculated in the previous chapter</li> <li>iii. <math>\alpha</math> the writer concluded</li> <li>iv. <math>\beta</math> that there is a significant difference between the reading comprehension of Training Class 36<sup>th</sup> period students of <i>Effective English Conversation Course</i> (EECC) Kudus before and after being taught by using Chunking Technique</li> </ol> <p>It can be seen from the t-test result that showed t-obtained falls in the critical region and <math>H_0</math> is rejected and <math>H_a</math> is accepted.</p> <ol style="list-style-type: none"> <li>i. 1 <math>\alpha</math> It can be seen from the t-test result</li> <li>ii. <math>\beta</math> that showed t-obtained falls in the critical region</li> <li>iii. 2 and <math>H_0</math> is rejected</li> <li>iv. 3 and <math>H_a</math> is accepted</li> </ol> <p>The result of t-obtained is 19.4 and the t (critical) is <math>\pm 2.262</math>.</p> <ol style="list-style-type: none"> <li>i. 1 The result of t-obtained is 19.4</li> <li>ii. 2 and the t (critical) is <math>\pm 2.262</math></li> </ol> <p>The mean of reading comprehension of Training Class 36<sup>th</sup> period students of <i>Effective English Conversation Course</i> (EECC) Kudus before being taught by using Chungking Technique is 69, while after being taught by using Chunking Technique is 83.</p> <ol style="list-style-type: none"> <li>i. <math>\alpha</math> The mean of reading comprehension of Training Class 36<sup>th</sup> period students of <i>Effective English Conversation Course</i></li> </ol>	<p><b>Parataxis = 3</b> <b>Hypotaxis = 2</b></p> <p><b>Parataxis = 2</b></p> <p><b>Hypotaxis = 2</b></p>
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	<p>(EECC) Kudus before being taught by using Chungking Technique is 69</p> <p>ii. <math>\beta</math> while after being taught by using Chunking Technique is 83</p> <p>While looked at the condition in the classroom, the activeness and good understanding of the students in having Chunking is really nice for their reading comprehension.</p> <p>i. <math>\beta</math> While looked at the condition in the classroom</p> <p>ii. <math>\alpha</math> the activeness and good understanding of the students in having Chunking is really nice for their reading comprehension</p> <p>That activity is challenging and make them having total attention in their text.</p> <p>i. 1 That activity is challenging</p> <p>ii. 2 and make them having total attention in their text</p> <p>Therefore, the students easily in understanding the text deeply in short term memory and know how the meaning in English is formed.</p> <p>i. 1 Therefore, the students easily in understanding the text deeply in short term memory</p> <p>ii. 2 and know how the meaning in English is formed</p> <p>From this, the writer concluded that Chunking Technique is an effective technique to teach reading of <i>Effective English Conversation Course</i> (EECC) Kudus.</p> <p>i. <math>\alpha</math> From this, the writer concluded</p> <p>ii. <math>\beta</math> that Chunking Technique is an effective technique to teach reading of <i>Effective English Conversation Course</i> (EECC) Kudus</p>	<p><b>Hypotaxis = 2</b></p> <p><b>Parataxis = 2</b></p> <p><b>Parataxis = 2</b></p> <p><b>Hypotaxis = 2</b></p>
8	<p>The conclusions of the discussion in the previous chapters of this research are as follows:</p> <p>i. 1 The conclusions of the discussion in the previous</p>	<p><b>Parataxis = 1</b></p>

	<p>chapters of this research are as follows</p> <p>From the native and non-native research articles that have become the object of this research, it can be concluded that the common use of modal verbs in those research articles are the dominant use of modal verbs <i>can</i> to express the ability and possibility of something to be done and the rarest use of modal verbs <i>shall</i> in both native and non-native research articles.</p> <ul style="list-style-type: none"> <li>i. <math>\alpha</math> From the native and non-native research articles that have become the object of this research</li> <li>ii. 1 <math>\beta</math> <math>\alpha</math> it can be concluded</li> <li>iii. <math>\beta</math> that the common use of modal verbs in those research articles are the dominant use of modal verbs <i>can</i> express the ability and possibility of something to be done</li> <li>iv. 2 and the rarest use of modal verbs <i>shall</i> in both native and non-native research articles</li> </ul> <p>The different frequency of modal verb <i>would</i> (native) and <i>should</i> (non-native) as the second dominant modal verb occurrences showed that the native more preferably express prediction about something to be occurred in the future rather than to express personal feelings of obligation context as the non-native do.</p> <ul style="list-style-type: none"> <li>i. <math>\alpha</math> The different frequency of modal verb <i>would</i> (native) and <i>should</i> (non-native) as the second dominant modal verb occurrences showed</li> <li>ii. <math>\beta</math> that the native more preferably express prediction about something</li> <li>iii. <math>\gamma</math> to be occurred in the future rather than to express personal feelings of obligation context as the non-native do</li> </ul>	<p><b>Parataxis = 2</b> <b>Hypotaxis = 4</b></p> <p><b>Hypotaxis = 3</b></p>
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	<p>Based on the modal verbs categories, both native (51.1%) and non-native (46.4%) research articles used more permission/ability modal verb category rather than the other two.</p> <p>i. 1 Based on the modal verbs categories both native (51.1%) and non-native (46.4%) research articles used more permission/ability modal verb category rather than the other two</p> <p>In addition, the occurrences of modal verbs between the native and non-native research articles are in the same number; that is 9.2 occurrences of modal verbs in every 1000 words.</p> <p>i. <math>\alpha</math> In addition the occurrences of modal verbs between the native and non-native research articles are in the same number</p> <p>ii. <math>\beta</math> that is 9.2 occurrences of modal verbs in every 1000 words</p> <p>Although there are some identical use of modal verbs among the native and non-native research articles, the modal verbs meanings that presented by native and non-native have two main differences.</p> <p>i. <math>\alpha</math> Although there are some identical use of modal verbs among the native and non-native research articles</p> <p>ii. <math>\beta</math> the modal verbs meanings that presented by native and non-native have two main differences</p> <p>The first is the meanings of modal verbs <i>can</i>; where the native are more common to use it in the personal ability meaning (66.7%) but the non-native use modal verbs <i>can</i> more common in the logical possibility meanings (56.8%).</p> <p>i. <math>\alpha</math> The first is the meanings of modal verbs <i>can</i></p> <p>ii. <math>\beta \alpha</math> where the native are more common</p> <p>iii. <math>\beta</math> to use it in the personal ability meaning (66.7%)</p>	<p><b>Parataxis = 1</b></p> <p><b>Hypotaxis = 2</b></p> <p><b>Hypotaxis = 2</b></p> <p><b>Hypotaxis = 5</b></p>
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	<p>iv. <math>\gamma</math> but the non-native use modal verbs <i>can</i> more common in the logical possibility meanings (56.8%)</p> <p>The second is modal verbs meaning of <i>must</i>, the native commonly use it in the personal obligation meanings (52.9%) and the non-native more commonly use it in the logical necessity meanings (64.7%).</p> <p>i. 1 The second is modal verbs meaning of <i>must</i></p> <p>ii. 2 1 the native commonly use it in the personal obligation meanings (52.9%)</p> <p>iii. 2 and the non-native more commonly use it in the logical necessity meanings (64.7%)</p> <p>The rest of modal verbs fit in the same meanings among the native and non-native use of modal verbs.</p> <p>i. 1 The rest of modal verbs fit in the same meanings among the native and non-native use of modal verbs</p>	<p><b>Parataxis = 4</b></p> <p><b>Parataxis = 2</b></p>
9	<p>After completing this research, the researcher concludes that the use of chain drill technique has a significant influence in the students' speaking ability of the eight graders of MTs Al-Falah Jepara in the academic year 2016/2017.</p> <p>i. <math>\gamma</math> After completing this research</p> <p>ii. <math>\alpha</math> the researcher concludes</p> <p>iii. <math>\beta</math> that the use of chain drill technique has a significant influence in the students' speaking ability of the eight graders of MTs Al-Falah Jepara in the academic year 2016/2017</p> <p>It proved by the result of the t-test.</p> <p>i. 1 It proved by the result of the t-test</p>	<p><b>Hypotaxis = 3</b></p> <p><b>Parataxis = 1</b></p>

<p>The t-observation (<math>t_o</math>) in this research is 10.83, and the t-table is 2.040 in the level of significant 0.05 from degree freedom 31.</p> <ol style="list-style-type: none"> <li>i. 1 The t-observation (<math>t_o</math>) in this research is 10.83</li> <li>2 and the t-table is 2.040 in the level of significant 0.05 from degree freedom 31</li> </ol> <p>It shows that t-observation is higher than t-table.</p> <ol style="list-style-type: none"> <li>i. <math>\alpha</math> It shows</li> <li>ii. <math>\beta</math> that t-observation is higher than t-table</li> </ol> <p>It means <math>H_o</math> is rejected and <math>H_a</math> is accepted.</p> <ol style="list-style-type: none"> <li>i. 1 It means</li> <li>ii. 2 1 <math>H_o</math> is rejected</li> <li>iii. 2 and <math>H_a</math> is accepted</li> </ol> <p>Before doing this research, the researcher found the average score before being taught by using chain drill is categorized “low” (51.68).</p> <ol style="list-style-type: none"> <li>i. <math>\beta</math> Before doing this research</li> <li>ii. 1 <math>\alpha</math> the researcher found</li> <li>iii. 2 the average score before being taught by using chain drill is categorized “low” (51.68)</li> </ol> <p>It causes the students quite difficult to speak up.</p> <ol style="list-style-type: none"> <li>i. 1 It causes</li> <li>ii. 2 the students quite difficult to speak up</li> </ol> <p>While the speaking ability of eight graders of MTs Al-Falah in the academic year 2016/2017 after being taught by using chain drill is categorized “good” (72.40).</p> <ol style="list-style-type: none"> <li>i. <math>\alpha</math> While the speaking ability of eight graders of MTs Al-Falah in the academic year 2016/2017</li> <li>ii. <math>\beta</math> after being taught by using chain drill is categorized “good” (72.40)</li> </ol> <p>It caused when the researcher applied this technique in teaching and learning process, the</p>	<p><b>Parataxis = 2</b></p> <p><b>Hypotaxis = 2</b></p> <p><b>Parataxis = 4</b></p> <p><b>Parataxis = 2</b> <b>Hypotaxis = 2</b></p> <p><b>Parataxis = 2</b></p> <p><b>Hypotaxis = 2</b></p> <p><b>Parataxis = 2</b> <b>Hypotaxis = 2</b></p>
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	<p>students is automatically forced to speak up.</p> <ol style="list-style-type: none"> <li>i. 1 <math>\alpha</math> It caused</li> <li>ii. <math>\beta</math> when the researcher applied this technique in teaching and learning process</li> <li>iii. 2 the students is automatically forced to speak up</li> </ol> <p>Thus, it can be said that the speaking ability of eight graders of MTs Al-Falah in the academic year 2016/2017 is better after being taught by using chain drill.</p> <ol style="list-style-type: none"> <li>i. <math>\alpha</math> Thus, it can be said</li> <li>ii. <math>\beta \alpha</math> that the speaking ability of eight graders of MTs Al-Falah in the academic year 2016/2017 is better</li> <li>iii. <math>\beta</math> after being taught by using chain drill</li> </ol>	<p><b>Hypotaxis = 4</b></p>
<p><b>10</b></p>	<p>Based on the data of this research, I concludes there is a significant impact on vocabulary of the fourth grade students at SD N 3 Bakalan Krapyak Kudus in 2016/2017 academic year before and after being taught by using pelmanism game.</p> <ol style="list-style-type: none"> <li>i. 1 Based on the data of this research</li> <li>ii. 2 1 I conclude</li> <li>iii. 2 there is a significant impact on vocabulary of the fourth grade students at SD N 3 Bakalan Krapyak Kudus in 2016/2017 academic year before and after being taught by using pelmanism game</li> </ol> <p>In the level significance 0.05 or 5% and degree of freedom (df) 18 showed that the data from t-test is found that t-obtained (<math>t_0</math>) is 21.1 falls in the critical region because t-critical is <math>\pm 2.101</math>, so the null hypothesis is rejected and the alternative hypothesis is accepted.</p> <ol style="list-style-type: none"> <li>i. 1 In the level significance 0.05 or 5% and degree of freedom (df) 18 showed</li> </ol>	<p><b>Parataxis = 4</b></p> <p><b>Parataxis = 4</b> <b>Hypotaxis = 4</b></p>

	<p>ii. <math>\alpha</math> that the data from t-test is found</p> <p>iii. <math>\beta</math> <math>\alpha</math> that t-obtained (<math>t_0</math>) is 21.1 falls in the critical region</p> <p>iv. <math>\beta</math> because t-critical is <math>\pm 2.101</math></p> <p>v. 2 1 so the null hypothesis is rejected</p> <p>vi. 2 and the alternative hypothesis is accepted</p> <p>The result of pretest is categorized sufficient, which is the high score is 65 and the lowest score is 50.</p> <p>i. <math>\alpha</math> The result of pretest is categorized sufficient</p> <p>ii. 1 <math>\beta</math> which is the high score is 65</p> <p>iii. 2 and the lowest score is 50</p> <p>In the pretest score is found the mean is 59.5 and standard deviation is 5.2.</p> <p>i. 1 In the pretest score is found the mean is 59.5</p> <p>ii. 2 and standard deviation is 5.2</p> <p>Meanwhile the result of post test is categorized as good.</p> <p>i. <math>\alpha</math> Meanwhile the result of post test is categorized</p> <p>ii. <math>\beta</math> as good</p> <p>If found the high score is 85 and the lowest score is 79.</p> <p>i. 1 <math>\beta</math> If found the high score is 85</p> <p>ii. 2 <math>\alpha</math> and the lowest score is 79</p> <p>After the post test calculated, the mean 78.2 and standard deviation is 4.68.</p> <p>i. <math>\beta</math> After the post test calculated</p> <p>ii. 1 <math>\alpha</math> the mean 78.2</p> <p>iii. 2 standard deviation is 4.68</p>	<p><b>Parataxis = 2</b> <b>Hypotaxis = 2</b></p> <p><b>Parataxis = 2</b></p> <p><b>Hypotaxis = 2</b></p> <p><b>Parataxis = 2</b> <b>Hypotaxis = 2</b></p> <p><b>Parataxis = 2</b> <b>Hypotaxis = 2</b></p>
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**B. The Implication of the Use of Parataxis and Hypotaxis Constructed in Clause Complexes which are found in the Conclusion of “Skripsi” Written by the Students of English Education Department of Muria Kudus University in April 2017**

In this research, the writers investigated 10 conclusion of skripsi written by the students. In the first conclusion of skripsi, there are 13 clause complexes. It consists of 7 parataxis and 9 hypotaxis. In the second conclusion of skripsi, there are 17 clause complexes. It consists of 11 parataxis and 12 hypotaxis. In the third conclusion of skripsi, there are 23 clause complexes. It consists of 12 parataxis and 20 hypotaxis. In the fourth conclusion of skripsi, there are 41 clause complexes. It consists of 26 parataxis and 31 hypotaxis. In the fifth conclusion of skripsi, there are 29 clause complexes. It consists of 20 parataxis and 13 hypotaxis. In the sixth conclusion of skripsi, there are 35 clause complexes. It consists of 19 parataxis and 22 hypotaxis. In the seventh conclusion of skripsi, there are 18 clause complexes. It consists of 9 parataxis and 10 hypotaxis. In the eighth conclusion of skripsi, there are 22 clause complexes. It consists of 11 parataxis and 16 hypotaxis. In the ninth conclusion of skripsi, there are 24 clause complexes. It consists of 15 parataxis and 24 hypotaxis. In the tenth conclusion of skripsi, there are 21 clause complexes. It consists of 16 parataxis and 12 hypotaxis. The total number of parataxis produced by the students is 144 while hypotaxis is 160. So, it can be concluded that the students used more dependent clauses than independent clauses.