SKRIPSI

THE READING COMPREHENSION OF TRAINING CLASS 36TH PERIOD STUDENTS OF *EFFECTIVE ENGLISH CONVERSATION COURSE* (EECC) KUDUS TAUGHT BY USING CHUNKING TECHNIQUE

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2017

UNIVERSITAS MURIA KUDUS

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MOTTO AND DEDICATION

Motto:

- *Be thankful for what you have, you'll end up having more ~ (Q.S Ibrahim : 7).*
- *Life can only be understood backwards; but it must be lived forwards ~ (Soren Kierkegaard).*

This skripsi is dedicated to:

- *Allah SWT the Almighty.*
- *The writer beloved Parent (Ibu Suzaemah and Alm.Bp Syuhud).*
- *The writer beloved brothers and sisters.*
- *The writer beloved best friends (Alin, Atika, Arlisa, Ula, Tofa).*
- *Somebody who always support her.*

ADVISOR'S APPROVAL

This is to certify that the *Skripsi* of Ana Kholidaziya (201232073) has been approved by the *skripsi* advisors for further approval by the examining committee.

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The writer hopes this research will be useful for those concerned with experimental research focuses in Chunking as an alternative technique for teaching English, particularly in reading comprehension.

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The writer

ABSTRACT

Kholidaziya, Ana. 2017. ***"****The Reading Comprehension of Training Class 36th Period Students of Effective English Conversation Course (EECC) Kudus Taught By Using Chunking Technique"*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Drs. Suprihadi, M.Pd. (2) Farid Noor Romadlon, S.Pd, M.Pd

Key words: Reading Comprehension, Chunking Technique.

Even though reading is dominant in English classroom, the result of students' reading comprehension is still unsatisfactory. According to the English teacher of Effective English Conversation Course (EECC) Kudus, most of the student's score was 70 in reading. It is under the minimum standard score which the student should get minimum 71 to get B score categorized as good. Here, the teacher who usually use common way in teaching should change an appropiate technique to make the students more interest and active in the classroom. Chunking Technique is one of technique that can be used in teaching reading comprehension to make students easily in understanding the text deeply.

Based on the statement above, the objectives of the research is to find out whether there is significant difference between the reading comprehension of Training Class 36th period students of *Effective English Conversation Course* (EECC) Kudus before and after being taught by using Chunking Technique.

The design of this research is an experimental research and was conducted in *Effective English Conversation Course* (EECC) Kudus. The population of this research was all of 36th Period Students of EECC Kudus. While, because in this period there just one class of training class, so there is no sample in this research. This experiment used one group without control group, and for the instrument the writer used a pretest and postest by written test format.

Therefore, the conclusion can be stated that there is significant difference between the reading comprehension of Training Class 36th period students of *Effective English Conversation Course* (EECC) Kudus before and after being taught by using Chunking Technique. In the level of significance 0.05 and degree of freedom (*df*) 9, the t-observation (t_0) is 19.4 and t-table (t_t) is ± 2.262; the t-observation is higher than t-table ($t_0 = 19.4 > t_t = \pm 2.262$). so, Chunking technique is more efficient and interesting to be used in teaching reading comprehension.

Based on the conclusion of the research, the writer would like to give suggestion : (1) The teachers and tutors in every school or courses can aply Chunking Technique in teaching reading comprehension to make students interest in teaching learning process and easily in understanding the text deeply in short term memory (2) The writer suggests to the furthur researcher to aply Chunking Technique which combined by short game or othe interesting activity in reading which surely related to the material and this technique.

ABSTRAKSI

Kholidaziya, Ana. 2017. ***"****Pemahaman Membaca Kelas Training periode ke-36 Siswa-siswa dari Effective English Conversation Course (EECC) Kudus dengan Menggunakan Teknik Chunking"*. Skripsi: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Drs. Suprihadi, M.Pd. (2) Farid Noor Romadlon, S.Pd, M.Pd

Kata Kunci: Pemahaman Membaca, Teknik Chunking.

Meskipun aktivitas membaca dominan di kelas bahasa Inggris, hasil pemahaman membaca siswa masih kurang memuaskan. Berdasarkan pernyataan dari guru Bahasa Inggris di Effective English Conversation Course (EECC) Kudus, kebanyakan siswanya memperoleh nilai 70 di kelas membaca. Nilai tersebut masih dibawah standar yang mengharuskan siswa memperoleh nilai minimal 70 untuk nilai B yang dikategorikan Baik. Mereka juga masih mendapati kesulitan dalam memperoleh pesan dari teks secepat mungkin. Dalam hal ini, guru yang biasanya menggunakan cara yang biasa dalam pembelajaran harus mengubah teknik yang sesuai atau untuk membuat siswa lebih tertarik dan aktif di dalam kelas. Teknik Chunking adalah salah satu teknik yang dapat digunakan pada pengajaran pemahaman membaca untuk membuat siswa tertarik dan mudah memahami teks mendalam dalam ingatan jangka pendek.

Berdasarkan pernyataan dari permasalahan diatas, tujuan dari penelitian ini adalah untuk mengetahui perbedaan yang signifikan antara pemahaman membaca kelas Training periode 36th Siswa-siswa dari Effective English Conversation Course (EECC) Kudus dengan enggunakan Teknik Chunking.

Desain penelitian ini adalah penelitian eksperimen dan dilakukan di *Effective English Conversation Course* (EECC) Kudus. Populasi penelitian ini adalah seluruh Siswa kelas Training period ke-36 Kudus. Karena pada period ini kelas training hanya ada satu kelas, jadi dalam peneltian ini tidak ada sampel. Penelitian ini menggunakan satu kelompok tanpa kelompok yang dikontrol, dan menggunakan instrumen pretest dan postest dengan format tes tertulis.

Kesimpulannya, dapat dinyatakan bahwa ada perbedaan yang signifikan antara pemahaman membaca kelas Training periode 36th Siswa-siswa dari Effective English Conversation Course (EECC) Kudus dengan enggunakan Teknik Chunking. Pada tingkat signifikansi 0.05 dan derajat kebebasan (*df*) 9, t-observasi (t_0) adalah 19.4 dan t-tabel (t_t) adalah ± 2.262; t-observasi lebih tinggi dari t- tabel ($t_{0\,=}$ 19.4 > $t_{t\,=}$ ± 2.262). jadi, teknik Chunking lebih efisien digunakan dalam mengajar pemahaman membaca dan membuat siswa lebih tertarik dan lebih aktif dalam proses pembelajaran.

Berdasarkan kesimpulan penelitian ini, penulis ingin memberikan saran (1) Guru/tutor dapat menerapkan teknik Chunking untuk membuat siswa lebih aktif dan mudah memahami teks mendalam pada ingatan jangka pendek (2) penulis menyarankan untuk menggabungkan game atau aktivitas menarik lainnya yang berhubungan dengan materi atau teknik dalam kelas membaca.

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