

CHAPTER I

INTRODUCTION

This chapter provides a general outline of the study. It consists of a background of the study, research questions, research objectives, significances of the study, rationale, hypothesis, and previous studies of the research.

A. BACKGROUND

Why reading is important to learn? Reading is one of English skill that is learned besides speaking, listening, and writing. Reading gives an important role in influencing another skill in the English learning process because reading is the first skill which has to be held before getting another skill. As a Foreign Language, the use of English is found very common, because reading comprehension is part of English subject in the curriculum of Indonesia. Reading skill is the most important skill in second or foreign language learning (Azizifar, Roshani, Gowhary, & Jamalinesari, 2015).

Every student in the school is learning about English. Moreover, comprehending reading text is one of the purposes that are written in the Curriculum and syllabus 2013 of ninth grade. In the curriculum, the students are expected to understand or comprehend the types of English text, including Narrative text. The basic competencies of narrative text that the students are required to master are a) understanding social function, structure of text, and language feature of narrative text in folk tale form, b) capturing the meaning of the narrative text, spoken and written text in the folklores, short and simple (Kemendikbud, 2016).

According to Anderson (1997:8), the narrative is a kind of text which tells a story and, in doing so, entertains or informs the reader or listener. In reading the narrative text, the students should comprehend about who, why, when, where, and how the story happens. The narrative text challenges the students to understand the context clue of the text. Here, the students are often getting difficult to get a good understanding of the story. Freese (1997) cited in Zafarani & Kabgani

(2014) “Some students encounter problems while reading.” Sellers (2000) noted that “the nature of reading is complex, and the reading process is also difficult because learners need to coordinate attention, perception, memory, and comprehension.”

According to the text analysis that is given by the English teacher in SMPN 31 Bandung when doing an observation, it can be known that the students often got the incorrect answer in the reading comprehension section. The data showed that among 50% of them still lack understanding reading comprehension. Some students even get the score under 75 as a minimum score, which should be reached in reading comprehension. The students tend to face the difficulty of vocabulary, contextual issue, and also understanding the meaning of what they have read. They often spend much time to read and translate every word by the dictionary.

To get information from the text, the readers don't need to read all the passages. They need to find the clues of the text. Using context clues in learning reading can improve the students' reading comprehension Herinovita, Delfi, & Aruan, (2015). However, the students are not interested in reading a long passage. They want to receive the material from the teacher and do not want to try hard in the learning process. So, their enthusiasm for learning reading must be increased. To make students get information more manageable in the reading subject, teachers need to use the appropriate technique. Chunking is one of the techniques which gives good influence in the learning process and helps the teachers to determine how well the students can understand and learn English subject, especially in reading skill (Lah, Saat, & Hassan, 1991). Giddings (1986) points out that “chunking is one such effective reading strategy for challenged learners as well.” Also, this context clues is one of the chunking techniques (Anggraeni, 2015). In this study, chunking is considered as a technique in improving students' reading comprehension.

There are several previous types of research related to this research. The first research is conducted by Anggraeni (2015). This research used chunking to improve reading skill on Junior High School students. The result of the study

showed that the chunking technique gives good improvement in students' English ability. The other research conducted by Setiasih, Java, & Java (2015) purposed to analyze the effect of elaborating, chunking, and also mapping strategies on the students' English achievement. The result of this research showed that the treatment gave a significant effect on students' English progress. The third research conducted by Pereyra (2015) investigated the effect of extensive reading and related activities on the acquisition of lexical chunks in EFL students. The results suggest that the participants have enhanced their knowledge of lexical chunks after reading. The last research conducted by Nishida (2013) has used chunking to investigate the acquisition of chunking skill in reading comprehension, and it gives a good effect as a result.

Those previous researches used the chunking as a treatment in the classroom learning to improve reading skill. However, the differences between these previous studies and this research are: the first study is conducted to improve reading skill on Junior High School by chunking strategy, whereas the chunking in this research also was implemented in Junior High school, but used different sample. The second study uses the chunking to improve students' achievement; whereas this research focuses on improving reading comprehension skill. The third study is conducted to relate the effect of extensive reading with students' chunking acquisition; meanwhile, this study uses chunking to improve reading comprehension. The last study is conducted to investigate chunking acquisition in reading comprehension; meanwhile, this study uses chunking to improve reading comprehension and focuses on narrative text.

Based on these previous researches, this research tried to integrate the chunking technique on students' reading comprehension improvement at SMPN 31 Bandung. Therefore, this research is entitled "The Effectiveness of Using Chunking Technique on EFL Students' in Reading Comprehension of Narrative Text.

B. RESEARCH QUESTION

1. What is the students' reading comprehension before using chunking technique?
2. What is the students' reading comprehension after using chunking technique?
3. How significant is the improvement of students' reading comprehension before and after using the chunking technique?

C. RESEARCH PURPOSES

1. To know the students' reading comprehension before using chunking technique.
2. To know how well the students' reading comprehension after using chunking technique.
3. To find out the improvement of students' reading comprehension before and after using the chunking technique.

D. SIGNIFICANCES OF THE RESEARCH

There are two significances in this research, theoretically and practically. Theoretically, the study hopefully can be a reference for people who want to conduct the research, also gives information and deep understanding about how the chunking technique affects EFL students' reading comprehension by providing the descriptive explanation. Practically, this research provides significances:

1. For the students, it is expected to help the students easier to understand a reading text and read the text faster and gives them the motivation to improve their ability.
2. For the teachers, this research helps them to know the effectiveness of the chunking technique in learning reading comprehension. So, the teachers can apply this technique in the classroom to improve students' potential in learning English, especially reading comprehension skill
3. For the further writer, it is hoped can be a preview for the next writers who are doing the same field research.

E. RESEARCH FRAMEWORK (Rationale)

Reading, the mother of all study skill is a basic tool of learning and one of the most important skills in everyday life (Nishida, 2013). In addition, Grabe (1994) cited in Nandhini & Balasundaram (2013) stated: “Reading is the most important skill for language learners in academic contexts,” while comprehension means “understanding. Babalola (1999) cited in Zafarani & Kabgani (2014) sees comprehension as the “power to understand.” To facilitate reading comprehension, chunk reading is useful as it helps the learner understand how meaning in English is formed (Tanaka, 2006).

Based on English Syllabus of the ninth grade of 2013 curriculum, the students are expected to comprehend narrative text. On the other hand, reading is always found as a requirement to enter university, as a subject of English in the final test, UN test, etc. It takes the ability to understand the information presented in the written text. Unfortunately, students sometimes are not able to interpret what they read, guess the unfamiliar word, and get the information from the text. Furthermore, knowing the purpose for reading will help the readers’ skill determine how fast they should read a text of a particular difficulty (Manuel Barrera, Kristi Liu, Martha Thurlow, Steve Chamberlain, 2006).

Because reading comprehension is important learning in curriculum objective, the problem of students’ difficulty in reading has to be solved earlier. The teacher has to assess an exciting way by using a different technique in learning activities. The effective technique that can be used is a chunking technique. Through chunking, the students learn how to understand and get the message of the text faster. It provides the ability to break the text into the shorter and more manageable. Stevens (1981) who has used chunking as his experimental study cited in Kiro lu & Demirel (2012) pointed that “chunking is proven to be very effective with the young learners who have not to develop their own reading strategies.” Also, Munyofu (2014) pointed, “chunking can improve reading comprehension and the ability to access and retrieve more information, improve learners’ performance, computation, and problem-solving.” As a result, the

chunking technique has an essential role in the learning process, especially in reading comprehension learning.

F. HYPOTHESIS

According to Creswell (2012) hypothesis is statements in quantitative research in which a prediction about the outcome of the relationship among characteristics is made. Hypothesis gives speculation about the research, whether it influences the result or not.

Based on the explanation above, the hypothesis of this research is as follow :

H₀: There is no improvement of EFL students' reading comprehension after using chunking technique.

H_a: There is an improvement of EFL students' reading comprehension skill after using chunking technique.

G. PREVIOUS RESEARCHES

Several types of research have been conducted in several subjects. The first, a study by Anggraeni (2015) discusses the effectiveness of using chunking strategy to improve students' reading comprehension in the second year of SMP Negeri 2 Barombong. This research focused on improving students' reading comprehension on comprehending narrative text. The data analysis was used is statistical analysis, and the result shows that chunking strategy effective in enhancing students' reading skills where the mean score of students' post-test of the experimental group is higher than the control group.

The second, an investigation by Lilies Setiasih (2015) discusses chunking, elaborating, and mapping strategies in teaching reading comprehension using content area materials. The objects of the research were the first-year students at the Economics Faculty, Bandung Islamic University, Indonesia. The purpose was intended to answer the research problem related to the effect of the treatment on the students' English reading achievement. That there was no difference in reading achievement scores of the two groups before and after the treatment according to the hypothesis. The result showed that the treatment had a significant effect on the students' reading achievement.

The third, a study by Pereyra (2015) discusses extensive reading in enhancing lexical chunks acquisition. The purpose of this research was to investigate the effect of extensive reading and related activities on the acquisition of lexical chunks in EFL students. This research was analyzed by Quantitative research using statistical formula. This test took the form of a questionnaire and an interview towards the extensive and revealed a positive attitude in students. The results suggest that the participants have enhanced their knowledge of lexical chunks after reading extensively for 16 weeks and performing specifically developed tasks.

The last, an investigation by Nishida (2013) discusses the influence of chunking on reading comprehension: investigating the acquisition of chunking skill. In this research, the learners have to require syntactic structure in practicing reading by using chunking. This study aims to assess whether the ability to use chunking accurately could improve reading comprehension skill or not. The result of this study shows that chunks, chunking, and in particular, the ability to link chunks while reading were essential elements for sufficient reading comprehension. To improve the level of reading comprehension, learners need to receive feedback about syntactic structures and guidance on chunking.

The chunking technique has been investigated by other researches. Most of them used chunking to improve reading comprehension skill, and the results show that chunking gives a positive effect. The first research has the same purpose with this research; improving reading skill on the narrative text. However, each research has a different object and level. The second research developed students' reading skill by using chunking, elaborating, and mapping strategy. Meanwhile, this study only focuses on the chunking technique. The third research related extensive reading with the acquisition of lexical chunk, while this study uses chunking to improve reading comprehension. The last study investigated the effect of chunking to improve reading comprehension. Meanwhile, this research more focuses on the narrative text in reading comprehension.