

The Use of Chunking Strategy in Teaching Reading Comprehension

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ABSTRACT

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. There were two classes at ninth grade of SMPN 1 Nisam North Aceh as the sample of this research. There were class IX/3 as experimental consist of 24 students and IX/2 as control group consist of 22 students. In experimental group, the researcher used chunking strategy in teaching reading comprehension. After teaching learning process for three meetings, the researcher gave post-test. 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.

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INTRODUCTION

Reading is a fluent process to combine information from a text and the reader's background knowledge to build meaning. The prominent goal of reading is comprehension. Strategic reading is defined as the ability of the reading. Good readers know what to do when they encounter difficulties. Fluency reading is defined as ability to read an appropriate rate with adequate comprehension. Meaning does not rest in the reader nor does it rest in the text. The readers background knowledge integrates with the text to create the meaning. The text, the reader, fluency and strategies combined together define the act of reading.

Teaching reading skill to student is very difficult thing. It's difficulties might come from the teachers who did not creative to simulate in teaching reading, lack of knowledge in teaching grammar, and the teachers did not give attention to the students needed. other difficulties came up from the student who did not interest to read a long passage, lack of vocabulary, and understanding the meaning of what they have read.

Reading comprehension is one aspect that is the main goal of teaching reading in school. Reading comprehension is the basis for understanding various fields of study. Likewise in English, to understand it requires good reading skills, one cannot understand what other people mean in their writing. Learning English is one of the subjects that is considered difficult because English is not the mother tongue or the national language used every

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day, this causes boredom. This condition has implications for the low level of student mastery of English learning materials.

Readers need to manage every single part found in a text because when the readers can organize the text well, a comprehension will most possibly happen. There are some types of text; descriptive, recount, spoof, report, procedural, explanation, narrative, argumentative, persuasive, exposition, and so on. English learning in Indonesia requires the students to have comprehension towards some particular texts as it is stated in the standard of competence in the curriculum.

Practically, to comprehend each text is not easy because they all have different characteristics and somehow tricky. One of the text types that many students cannot comprehend well is narrative text as it is kind of similar to recount text for both types of text tell past events. There are some mutual similarity that many students find it quite difficult to distinguish each text. In telling past events, it must be affected the tenses used, so both narrative and recount text use past tense. The communicative purpose of both narrative and recount is also the same, it aims to tell past events which sometimes the students get confused for both text have similar purpose. The generic structure and the language features used in each text also quite similar.

In learning reading there are many ways to train students who are not accustomed to using reading in their daily lives to be interested and willing to learn English. There are several learning methods that can be used in learning English reading activities such as using chunking strategy. Derived from the researcher's experience when he conducted observation at the ninth Grade students of SMPN 1 Nisam, chunking is a suitable strategy for the students in learning reading comprehension. To prove how far chunking strategy could be influenced students' reading comprehension ability, in this paper the researcher tries to elaborate everything related to the strategy of implementing chunking strategy and its effect to students' reading comprehension ability.

DISCUSSIONS

Findings of this research was the data analysis on pre-test and post-test. It would be elaborated as follows: The research began with a pre-test, treatment in experimental group and the last post-test to both experimental and control group. Then, the result of pre-test and post-test was analyzed by using statistical formula. The result of test was described as follows:

A. Students Pre-test Score for Experimental Group

50	55	55	55	60	60	60	60	60	65	65	65	70	70	70	70	70
	75	75	75	80	80	80	80									

B. Students Post-test Score for Experimental Group

65	65	70	70	75	75	75	80	80	80	80	85	85	85	85	85	90
	90	90	95	95	95	100	100									

C. Students Pre-test Score for Control Group

50	50	50	55	55	60	60	60	60	65	65	65	65	70	70	70	70
	75	75	75	75	80											

D. Students Post-test Score for Control Group

55 55 55 60 60 60 60 65 65 70 70 70 70 75 75 80 80
80 80 85 85 90

Based on the data presented above, it was known the lowest score for pre-test in the experimental group was 50 and the highest score was 80. While for the lowest pre-test score in control group was 50 and highest was 80. For the students post-test score, the lowest score in experimental group was 65, and highest score was 100. In addition, for the lowest post-test in control group was 55 and the highest score was 90. From the score above, it could be concluded that using chunking strategy gave any effect in teaching reading comprehension. Furthermore it would be analyzed as follow:

A. Mean score Pre-test of Experimental Group

$$\begin{aligned}\underline{X}_1 &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1605}{24} \\ &= 66,8\end{aligned}$$

B. Mean score Pre-test of Control Group

$$\begin{aligned}\underline{X}_2 &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1420}{22} \\ &= 64,5\end{aligned}$$

C. Mean score post-test of experimental group:

$$\begin{aligned}\underline{X}_1 &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1995}{24} \\ &= 83,2\end{aligned}$$

D. Mean score post-test of control group:

$$\begin{aligned}\underline{X}_2 &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1545}{22} \\ &= 70,3\end{aligned}$$

From the result above, it proved that the experimental group had better result than control group. It shown that the average score from pre-test of experimental group was 66,8 and control group was 64,5. Furthermore, the result of post-test shown that the mean score of experimental group was 83,2 and for control group was 70,3. It means that the students' score got higher after the researcher gave treatment. In line to this findings, it could be concluded that chunking strategy had significant effect to students' reading comprehension ability.

CONCLUSIONS

According to findings and conclusion of the research, there were some conclusions can be drawn as follow: Chunking strategy is one of the alternative strategies in teaching reading comprehension. The research result shown that this strategy is effective in teaching reading comprehension. Nevertheless, a good strategy will not work well

and help students in learning if does not suit to the students need and condition. Chunking strategy is still unable to recover the student's entire problem in learning reading comprehension.

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