

**ENGLISH TEACHERS' PERCEPTIONS ON USING CHUNKING
STRATEGY IN READING COMPREHENSION**

THESIS

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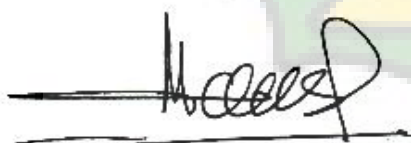
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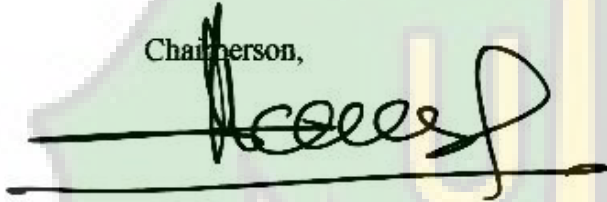
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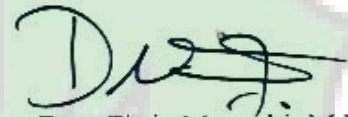
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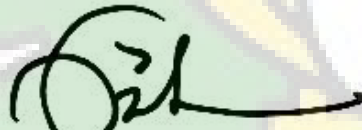
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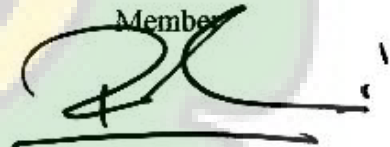
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**English Teachers' perceptions on using Chunking Strategy in Reading
Comprehension**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 1 Januari 2021

Saya yang membuat surat pernyataan,

 
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Finally, the writer realizes that this research needs constructive ideas in order to reduce its weakness. The writer hopes this research gives valuable contributions for both students and lecturers of English language Education Department of UIN Ar-Raniry Banda Aceh.

Banda Aceh, January 1st 2021
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ABSTRACT

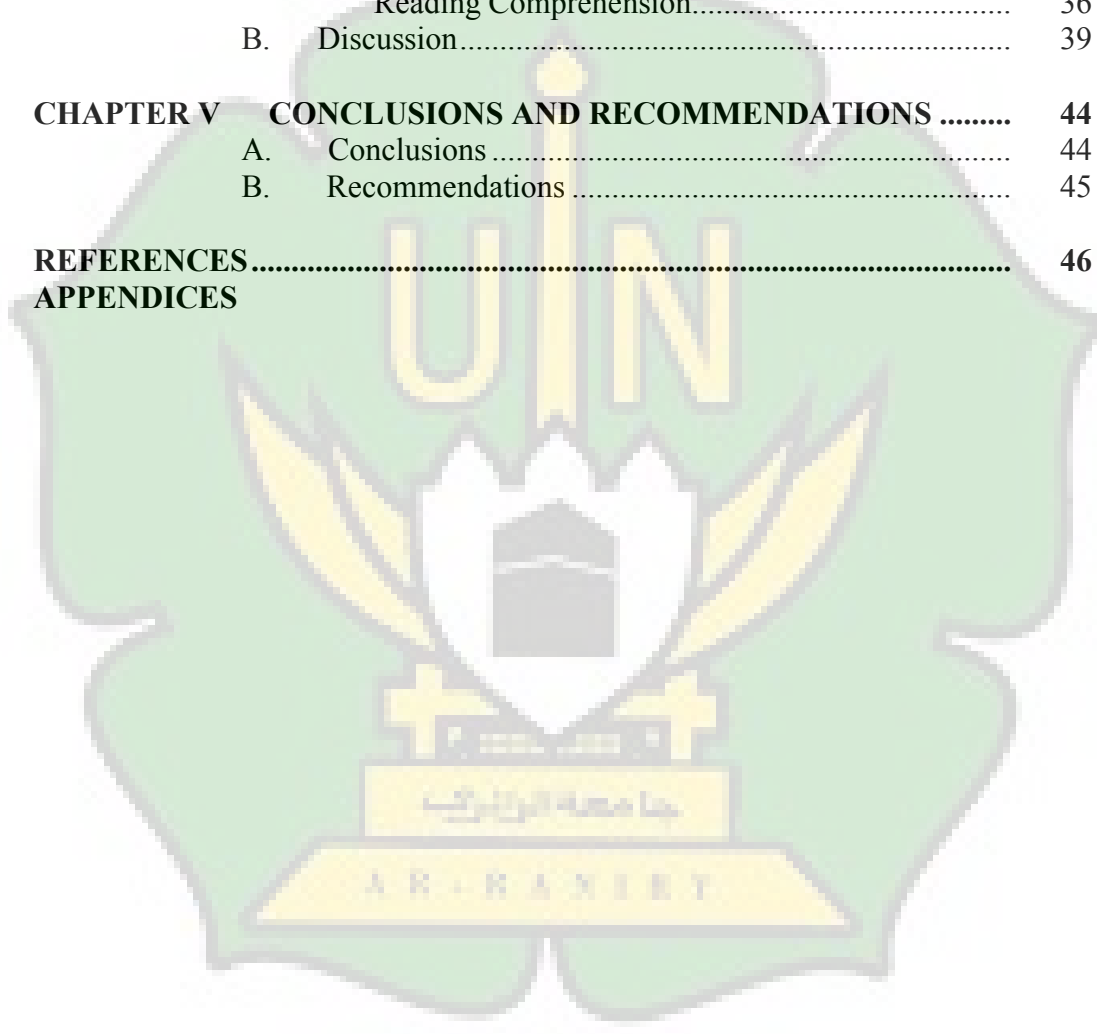
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The research was done to explore English teachers' perceptions on using chunking strategy in reading comprehension. Therefore, the aim of this research is to investigate the teachers' perception of using chunking strategy in improving reading comprehension. To achieve the aim, the writer used a qualitative descriptive design in this research. In collecting the data, the writer used purposive sampling technique based on criterion that they have been teaching reading by using chunking strategy. The participants were English teachers who teach English subject at Senior High School in Banda Aceh. The writer used semi-structured interview which has six questions. The results of the interview are transcribed, and analyzed by using open coding. The result showed that there are six perspectives of the teacher in using chunking strategy namely; the experiences of using chunking strategy to increase students' understanding in learning texts, teachers' preparation before applying chunking strategy, teachers' steps of using chunking strategy in reading text, the reaction of using chunking in learning reading text, the advantages of using chunking strategy in reading comprehension, the challenges of using chunking strategy in reading comprehension. The finding of this research showed that participants perceived that the chunking strategy is one of appropriate solutions in teaching reading comprehension. In conclusion, the teachers perceived chunking strategy is a suitable strategy to be applied in senior high school.

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CHAPTER I

INTRODUCTION

This part of the chapter describes the reason for conducting the research. It presents several points such as backgrounds of the study, research question, research aim, significance of the study, and terminologies. The elaboration of each point is explained in the following sections.

A. Backgrounds of the Study

Reading is one of the skills in English. According to Alyousef (2006), reading is an interactive process between readers and texts that leads to fluency in reading. Furthermore, in order to comprehend a reading material, an individual needs to be intentional, active, and interactive during the reading process (Hans and Hans, 2015). It means reading comprehension is a process of constructing meaning from the text. Related to individual's ability to comprehend words in certain texts, Grabe and Stoller (2002) said that reading is a way to obtain information from texts where those information later become knowledge for the readers. It can be said that reading is the fundamental skill for acquiring knowledge.

Despite the importance of reading skill, there are some difficulties which tend to be faced by teachers in teaching reading comprehension in schools such as students' intellectual and environmental factors, lack of motivation from the parents, and low interest in reading (Pramesti, 2018). Thus, teachers are suggested to be creative in handling various difficulties that might appear during the

teaching-learning process especially regarding the difficulties in teaching reading comprehension.

One of strategies in teaching reading comprehension is chunking. George Miller proposes this strategy. Miller (1956) claimed that only 5-9 chunks of information (seven plus or minus two) that has short-term memory which is a piece of chunk has meaning. The concept of chunking and the limited capacity of short term memory became a fundamental element of all subsequent theories of Memory (Nelson, 2019). Chunking helps students identify keywords and ideas, develops their ability to paraphrase, and makes it easier for them to organize and synthesize information.

Chunking refers to taking individual pieces of information (chunks) and grouping them into larger units (Cherry, 2019). By doing chunking, the information in smaller units is recoding to larger. It will help the reader easier to get the point delivered in the text. The point included the important things in the text. Meanwhile, Liqiang and Edward (2018) said that “traditionally, chunking is a process of giving a label to a set of information so this set can be efficiency represented and used as an integrated unit.” Therefore, chunking is a strategy that can help students in grouping words and understanding the meaning of the text.

There was previous research to support this thesis under the title "The Effectiveness of Using Chunking Strategy to Improve Students' Reading Comprehension at the Second Year of SMP Negeri 2 Barombong" conducted by

Anggraeni (2015). She found out that using the chunking strategy in reading was a solution to solve the problem of vocabulary and knowledge in text.

On the other hand, another research was done by Nishida (2013) under the title "The Influence of Chunking on Reading Comprehension: Investigating the Acquisition of Chunking Skill." She found that using chunking strategy in reading facilitated a better understanding of sentences, which enabled a more refined and faster phrase processing of English language texts.

Regarding the previous research, many strategies may be used in teaching reading comprehension, but the writer only concerns on Chunking Strategy in reading comprehension. However, limited studies have been done in the research pertaining to the perception of English teachers who have used chunking strategy in teaching reading. This strategy was usually used to help students in learning reading and thus, the writer conducted this research on senior high school English teachers in Banda Aceh.

B. Research Question

There are several strategies in teaching reading and one of the strategies is chunking strategy. On the other hand, limited studies relate to the perception of a teacher who has used chunking strategy. Based on the explanation, the writer wants to investigate teachers' perspective on using chunking strategy in teaching reading comprehension.

C. Research Aim

Based on previous studies, the chunking strategy used to help students' in learning reading text. In this research, the writer focused on exploring one aim. The aim is about to find out the teachers' perspective on using chunking strategy in teaching reading comprehension.

D. Significance of the Study

The research results are expected to be the chunking strategy as one of strategies that will be used by teachers in teaching and solve the problem of students' difficulties in learning a text. The chunking strategy can also be one of the solutions in improving students' reading comprehension. The result of this research is expected to give several benefits which are for learning institution, and for writer, and for students

First, for the learning institution which is Department of English Language Education. This research is expected to gain more insight about strategies in reading. Second one is for the students which this research can add a lot of knowledge and information about improving the reading comprehension of students by using the chunking strategy and also be an interesting strategy in the learning process. Last is for the writer, this research's result can give useful knowledge about reading comprehension and strategy in improving reading comprehension. It will be more information to develop the writer's knowledge to implement this strategy in teaching English, mainly reading. Thus, those are the benefits of this research which is expected by the writer.

E. Terminology

1. English Teachers' Perceptions

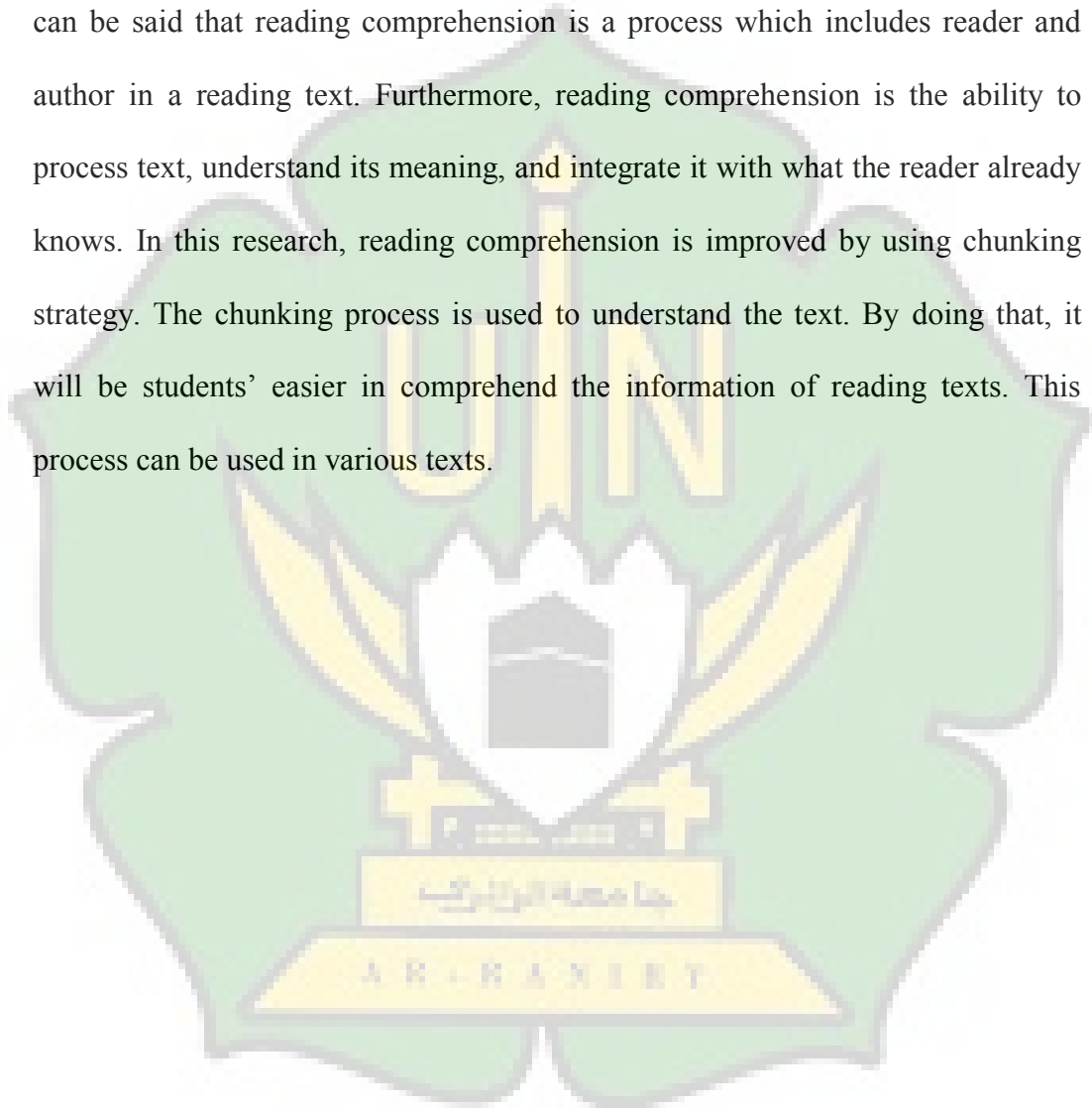
Teachers' perceptions are important parts to improve good teaching. Norman (2002) emphasizes that perceptions refer to how human beings view their feelings and it is a response to objects and events in the receiver. It means that perception is a process to make sense of feeling and react to the objects around. In this research, the writer would like to focus on perceptions of English teachers' of using the chunking strategy in reading comprehension.

2. Chunking Strategy

The word "chunks" comes from Miller (1956) in his psychology's article entitled "The Magical Number Seven Plus or Minus Two". Cowan (2015) stated that Learning by chunking is the concept that animals and humans process information cognitively rather than merely memorizing the characteristics of the stimuli presented (Fountain & Doyle, 2012). A chunk is a semantically and structurally distinct unit constructed by the writer. Combining one chunk to another in a sequence is known as Chunking (Tanaka, 2006). For example, paragraphs can be chunked into phrases and sentences, while reading several pages can be divided into paragraphs or sections. Sometimes, it is useful for students in answering questions such as recording information about each "chunk" to find answers.

3. Reading Comprehension

According to Razali and Razali (2013), reading comprehension is known as a process that involves a communication between the readers and the authors. It can be said that reading comprehension is a process which includes reader and author in a reading text. Furthermore, reading comprehension is the ability to process text, understand its meaning, and integrate it with what the reader already knows. In this research, reading comprehension is improved by using chunking strategy. The chunking process is used to understand the text. By doing that, it will be students' easier in comprehend the information of reading texts. This process can be used in various texts.



CHAPTER II

LITERATURE REVIEW

In this chapter, the writer provides literature review related to this research. There are several essential theories in order to have a depth understanding. This review covers several points including definition of perception, definitions of chunking, theoretical of chunking, learning by chunking and steps in using chunking.

A. Perception

Perceptions are important parts to advance good teaching. In teaching a subject, perception is used to see the point of view from a topic. Because of that, the teacher may perceive how to deliver the lesson to the student.

Perception refers to how human beings view their surroundings through their feeling and point of view, and Norman (2003) emphasizes it is a response to objects and events in the receiver. Perception is more than to absorb and decode incoming sensations by a passive process. Beirnsstein and Nash (2008) state that when people take impressions from the environment and give them meaning using knowledge, experience, and understanding, the world is called perception. It sends sensory information about the series of intersecting lines.

Perception is instant, so the processes that enable us to translate sensory signals into the personal experience of reality are difficult to appreciate. Perceptions affect emotions, feelings, and behavior by influencing experience. But it may be felt before anything might be interpreted. Based on the above definition,

it can be inferred that perception refers to how human beings perceive their environment through their emotion and point of view.

B. Chunking

1. Definitions of Chunking

Miller formulated the *chunk* concept in 1956. Miller claimed that working memory could hold seven (plus or minus two) chunks of information at once. However, cognitive nowadays knows that working memory capacity depends on the type of information, the information's features, and the person's abilities. Therefore, chunking refers to “the strategy of breaking down information into bite-sized pieces so the brain can more easily digest new information.” (Miller, 1956)

Cherry (2019) states "Chunking is a term of referring to the process of taking individual pieces of information (chunks) and grouping them into larger units." A Chunking activity involves breaking down a difficult text into more manageable pieces and having students rewrite these "chunks" in their own words. This strategy can be used with challenging texts of any length. Chunking helps students identify keywords and ideas, develops their ability to paraphrase, and makes it easier for them to organize and synthesize information.

“Chunking is recoding of smaller units of information into larger, familiar units.” (Thalman et al., 2019). By doing chunking, the information might be collected based on the crucial information. Then those essential pieces of information are recoded to units. Because of that, the reader may be more

comfortable to get the idea of information. In the passage, the reader could be doing chunking.

2. Theory of Chunking

George Miller (1956) adapted the concept chunk as a cognitive concept under the title "The magical number seven, plus or minus two: Some limits on our capacity for processing information." Animals and humans process information cognitively rather than merely memorizing the characteristics of the concept which is called learning by chunking (Fountain & Doyle, 2012). The information is familiar in small pieces and can more easily be interpreted in the memory than the information that is initial information.

Miller argued that chunking improves memory capacity because of storage based on the number of chunks, rather than the total number of chunks. It means that the chunking focuses on the number of chunks. An example provided by Miller. He discussed the process of a person who initially learns Morse code. In the early on the acquisition, there were several *dit* and *dah* are kept separately in memory. However, as the material, it becomes more common, some dits and dahs can be structured in letters, and later in words and phrases.

3. Types of Recoding Chunking

Simon (as cited in Fountain & Doyle, 2012) states "How much information a single chunk can contain will be challenged." Although the information varies in types (e.g., digits, phrases, syllables, colors, directions). Furthermore, Simon tried to determine the short-term memory capacity and

working memory tasks as individual ability chunks. For example, Simon mentioned this list of terms to remember and to explain chunk size and the value of the organization:

"Lincoln, milky, criminal, differential, address, way, lawyer, calculus, Gettysburg." When described in this manner, it is usually challenging to randomly remember those related terms. Then, those words are sorted into more common parts in which the list of seven words can be arranged into four chunks as follows:

- 1) Lincoln's Gettysburg Address
- 2) Milky Way
- 3) Criminal lawyer
- 4) Differential calculus

The information is rapidly learned and is recalled easily in this way. However, these chunked phrases will become less effective when more pieces of information are added within the phrase. One can easily remember multiple two-word phrases. Recognizing more significant phrases limits the number of chunked phrases that could be recalled. Ericsson (as cited in Fountain & Doyle, 2012) said that the more information could be added through chunking under appropriate training conditions and with practice, and memory ability can improve to an incredible grade in the short term. Thus, the information and chunking which have been recognized are interconnected from one to another.

4. Learning by Chunking

Fountain & Doyle (2012) stated that chunking learning is an active learning strategy characterized by chunking. It is defined as cognitive processing

that collects information into meaningful groups, called chunks, to enhance learning efficiency. Chunks of information generally consist of useful or simple sets of information that are recognized together. Furthermore, the organism can also minimize the amount of data needed in working memory by increasing the quantity of information per chunk. In addition, chunking learning improves working memory by decreasing the memory load. It was followed by an encouragement of the acquisition by organizing long-term memory in perceived stimuli, motor sequences, or cognitive representations for details.

An ability to identify or recall information at a later time or complete task is called chunking. Furthermore, Fountain and Doyle (2012) stated that common teaching strategies that are chunking processes include learning by using mnemonics such as creating acronyms or acrostics, grouping digits into a phone number, or using the loci method. Then, in short term memory, the students are taught to increase memory by actively organizing the information as in the case of learning by chunking in academic settings (Fountain & Doyle, 2012). It can be inferred such as how chunking in a verbal information which includes rhythm, intonation, also pauses between words and language.

5. Steps in Using Chunking Strategy

According to Miller (1956), there are five steps in using chunking strategy, they are:

5.1. Starts at the Highest Level (Preparation)

It is possible to start chunking strategy by looking at long sentences or paragraphs and then analyzing some critical information. There are several organizational patterns of a paragraph such as from simple to complex, cause and effect, and sequential. For example, a paragraph can be chunked into phrases and sentences, while a reading of several pages can be chunked into paragraphs or sections. It is often helpful to have students record information about each "chunk" in a graphic organizer, which you may want to prepare in advance. Getting documented information for students about each "chunk" in a graphic organizer is also beneficial, which you might want to plan.

5.2. Review Reading Strategies

It is beneficial to go through "*reading reminders*" below to help students before paraphrasing the text.

- 1) Unfamiliar circle words.
- 2) Use context clues to help define.
- 3) Look up the meaning of unknown words.
- 4) Write synonyms for these new words in the text.
- 5) Underline essential places and people also identify them.
- 6) Read aloud.
- 7) Read multiple times.

For example :

*Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also was known as the Asian Tiger economy, based on external trade and its **workforce**. Singapore's size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, **trade**, and transport. Singapore is home to 5.6 million people with a **diverse** culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official **mascot** of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, and Orchard Road.*

Based on the example above, the words which are blocked are unfamiliar words. There are four unfamiliar words such as workforce, trade, diverse and mascot. After that, the students read the previous words or the next word in the same sentence to find context clues and help define the unfamiliar words. Then, the students look up the meaning and write the synonym. For instance; the synonym of workforce is labor, the synonym of trade is commerce, the synonym of diverse is different, and other words. Also, the students may underline essential places and people even number or the date such as; Singapore, Chinese, Merlion Statue, Orchard Road, 5.6 million people, 9th of August 1965 and so on. As a result, the last process of this step are read aloud and read multiple times.

5.3. Chunk at the Screen Level

Divide the sentence into linked, small parts. Then, this phase breaks down to the topic level until the content. "Chunking a text" means breaking down the document into smaller pieces. Teachers often chunk the text for the students in advance, mainly if this is the first time students have used this strategy. Teachers, many times, ask students to chunk the text. Students may work with partners or themselves on chunking texts. The lengths of the chunks will differ depending on the reading level of the students. A reader who is struggling should deal with words, not sentences. Longer pieces will also work with a more reliable reader.

5.4. Paraphrase Meaning

Paraphrases give the chance to students to express their ideas. Using their own words, the students would rewrite "chunks." Therefore, students will have a paraphrased version of the original text on the completion of this lesson.

5.5. Assessment and Sharing

The paraphrased text can be used to test the learners' ability to understand and interpret. You may also get the students to identify their text versions. This step often leads to new interpretation discussion-how people often find different meanings in the same words.

6. *Benefits of Chunking*

The chunking has been implemented in several fields such as education and psychology. In the psychology field, the benefit of chunking was claimed by George Miller in 1956. His article is one of the best-known articles in psychology and explained about storage capacity limits, entitled *The Magical Number Seven Plus or Minus Two*. “Since 1956, of course my attention has wandered off in many other directions. As I recall it now, my interest was in the use of chunking to surmount the limit of STM, but everyone else wanted to fight about the size of the limit, or whether there was any limit, questions of little interest to me.” (Cowan, p.537). In this field, George argued that chunking helped in working memory, especially about helping surmount the limit of Short Term Memory.

Besides, there are several advantages of using chunking strategy in reading. The first one is a multiple-choice question. Carver and Darby (1972) concluded that after the Nelson-Denny Reading Test in total number of Comprehension, the items answered correctly out of a total of 36. By Nelson-Denny Reading Test, the short reading passages are provided with questions so the test may refer back to the passage. From the one of standardized reading tests shows chunking helps to answer questions which related to reading text.

Furthermore, the advantage of chunking is to be easier for students to remember vocabularies which they chunked in the text. According to Xiaoqiu and Padilla (2013), though the students may be bored in the learning process of chunks, it can be easier for students to remember chunks. Therefore, every single chunk (vocabulary) that students’ memorize assists in learning reading text.

In addition, the chunking strategy is also discussed in cognitive learning. Lah, Saat and Hassan (2018) tend to chunking of grouping smaller ones from larger information assists to subtract cognitive load than learners' in the learning process. In this learning process, the learner used three types of chunking; mixed chunking strategy, similar chunking strategy and characteristic chunking strategy. The example is in learning reading text which students use chunking in cognitive learning in reading. Moreover, the advantage of chunking "awareness of the chunking strategies utilized by students will also assist teachers to guide their students to optimize their learning in the often limited face to face time frame." (Lah, Saat and Hassan, 2018). Thus, the advantages also relate to the teacher and not only to the students.

Meanwhile, Anggraeni (2015) in her research noted that there are several advantages of chunking strategy; first, the chunking strategy is effective in using in teaching reading comprehension. Second, it helps students in memorizing information easily. Third, increase achievement of students. Fourth, improves encourage of students motivation in learning process.

7. The Study on Using Chunking Strategy in Reading

There were several recent studies which revealed that chunk helps in working memory. Nassar et al., (2018) in their research examined that naturally, human's capacity in recalling memory is limited which can be assisted by the using of visual working memory. The use of chunking can also be related to sight reading in a violinist's case. Teo (2020) in the research, the participants may be

recognized chunks based on pitch sequences which is in this part, it may assume the way they think of pitch patterns and finally affect pitch accuracy which is similarly with grouping notes. Therefore, the violinists use chunking in sight-reading to memorize notes based on rhythmic. Due to the fact that the learning process typically involves a lot of information, the capacity of working memory makes it difficult for many students to assimilate it. Thus, the chunking contributes to storage capacity and working memory limitation.

Another recent research was conducted by Balabantaray and Jena (2010). In the research, a phrase or group of words in the same types of features are identified by the traditional oriya text chunking. The oriya language means the free word languages which is related to phrases and make the problem of challenging chunking (Balabantaray and Jena, 2010). However, the use of chunking is not for all phrases. It is found that the use of chunking into several sub-tasks of each phrase and identified the different phrases. The chunking of words enable in linguistics regularities into meaningful groups (Bonhage et al., 2017). It is equipped with the mechanism of processing language extremely effectively of sentence superiority which generates meaningful memory chunks.

According to the finding above, it is noted that the chunking is always related to the group of words. Thus, it was proved that the chunking is relatively good to use in defining a group of words, even the chunking also to be used in the mechanism of processing language.

C. Reading Comprehension

1. Definitions of Reading Comprehension

Reading comprehension is defined as a process which includes a communication among the authors and the reader (Razali and Razali, 2013). A person's competence in reading is known as reading comprehension. A comprehension reader can be said when a reader can recognize the meaning of the text, the feature of the text, the main idea of the text, the description of the text, the subject which includes people in the text, even the purpose of the text. It can be said that reading comprehension is a process which includes reader and author in a reading text.

In addition, according to Nunan (2000) states that a process which is joining the information between a text with the readers is called reading. It means that the achievement of reading comprehension is influenced by the readers' experience in reading. Therefore, the reading comprehension is the ability to process text, understand its meaning, and integrate it with what the reader already knows. According to Williams (1996) there are five elements in reading, they are; Remembering the meaning of the words (vocabulary), describing conclusions of the content, obeying the passages' structures, identifying the author, the purpose, even the mood, discovering the answer of questions clearly.

2. *Problems of Reading Comprehension*

There are several problems which cause the difficulties of reading comprehension. According to Catts et al., (2016) there are three problems of reading comprehension, they are:

2.1. Measure of Students' Language Ability

In academic achievement, the ability to read the words in a text is an essential point, but the ability to comprehend words in a text is a critical point. It can be said that the ability in recognizing the words in reading text can help students' understanding. Thus, when the students' ability a good background knowledge, the students' are easier in integrating knowledge with information in the text.

2.2. Measure of Students' Response

After reading a text, the students' response is getting the information of the text. It means that students capture the language and add to prediction in reading comprehension. Therefore, that process helps students' in developing their skill for connecting the ideas in the text.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides an explanation on aspects related to methodology which cover some points including research design, research participants, data collection method, and data analysis. The explanations need to be clearly because it demonstrates how to conduct this research. It discusses in this following section.

A. Research Design

According to Creswell (2018), an approach that explored the meaning individuals or groups to be social or human problems is called a qualitative research. Based on the research question, the approach which was used in this research was qualitative research. This research used qualitative research to explore teachers' perceptions of using the chunking strategy in reading comprehension. The qualitative research has several procedures which was on the text of data, steps in data analysis, and explain the data.

"The process of qualitative research involves emerging questions also procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and researcher making interpretations of the meaning of data." (Creswell, 2018, p. 43).

B. Research Sites and Participants

The writer used purposive sampling technique in this research. Creswell (2012) states that purposive sampling is when researchers select the participants

with the expectation who is rich in information about the researched subject. The writer decided to use purposive sampling because the writer can choose the participants on purpose.

The participants for this research were five English teachers who have been teaching English in Senior High School in Banda Aceh. They were from SMAN 1 Banda Aceh, SMAS Fatih Bilingual School Banda Aceh, SMK Farmasi Cut Meutia Banda Aceh, SMAS Inshafuddin Banda Aceh, and MAN Banda Aceh. They were teaching English using chunking strategy in reading comprehension. They were chosen because of their perceptions in detail based on their experiences on using it.

C. Method of Data Collection

In collecting the data, the writer used interview. Interview is a way to implicate and communicate to participants their opinions, perceptions, and interpretations of a given situation (Kajornboon, 2005). The writer used a semi-structured interview to find out teachers' perceptions. In semi-structured interview, there were a list of question that has been prepared by the writer. The questions were about English teachers' perceptions of using chunking strategy in reading comprehension. The interview was conducted by phone call and voice note.

D. Method of Analysis

A qualitative analysis was used to analyze the data. Creswell (2012) elaborated steps to analyze the data collection. The first step was organizing and preparing the data. In this part, the writer was reviewing the audiotape from the

interview and transferring into word document transcript.

Reading through all the data to obtain general information was the second step. The data was read to get more understanding of what participants said. In this case, the general sense of knowledge was provided to the data and the general thoughts of participants. Then, open coding was used in the third step. Based on the purpose, the data were marked on the concepts, identified, and determined. Besides that, the fourth was looking for themes, so the writer could be easier to label the data.

After that, the fifth step was representing and reporting finding. Here, the themes of data were described narratively on this step. After that, the sixth step were included interpreting and discussing the meaning of data's finding. The writer divided the themes of the interview's result based on the similarities and differences from participant responses. The writer used qualitative data analysis to analyze and to address the result. Also, the current literatures were explored to gained the evidence so that the findings would be more detailed.

CHAPTER IV

FINDINGS AND DISCUSSION

The chapter presents the research findings and discussion about English teachers' perceptions on using chunking strategy in teaching reading comprehension. To identify teachers' perceptions on using chunking strategy in reading comprehension, a semi-structured interview was conducted. The findings displayed are based on the interview data and organized based on themes and significance of the research question. The findings are explained descriptively and also followed by a discussion to support the explanation.

A. Findings of the Interview

The result of this research is based on the data of the interview. The participants were English teachers who had been teaching English subject in senior high school; SMAS Fatih Bilingual School Banda Aceh, SMK Farmasi Cut Meutia Banda Aceh, MAN 2 Banda Aceh, SMAS Inshafuddin Banda Aceh and SMAN 1 Banda Aceh. The writer used initials to refer the participants; MS (teacher 1), RJ (teacher 2), SY (teacher 3), JM (teacher 4), and JL (teacher 5). In the interview section, the participants responded to several questions regarded to their perceptions are using the chunking strategy for teaching reading comprehension. The item of the interview as shown in the next page:

1. In the learning process, have you ever used the chunking strategy to increase students' understanding in learning a text? Why?
2. How is your preparation before applying chunking strategy?

3. Do you think chunking strategy helps the students to find keywords in learning texts? How are your steps?
4. Do you think that the chunking strategy is appropriate to use in learning reading texts? Why? Is chunking strategy effective to apply?
5. What are the advantages of using chunking strategy in teaching reading?
6. What are the challenges that you face on teaching reading using chunking strategy? How do you solve those problems?

In this research, all the responses were coded and categorized under the themes. After going through some processes, the writer gained several findings composed into six points based on questions asked to participants, included the experiences of using chunking strategy in increasing students' understanding in learning texts, teachers' preparation before applying chunking strategy, teachers' steps of using chunking strategy in reading text, the reaction of using chunking in learning reading text, the advantages of using chunking strategy in reading comprehension, and the challenges of using chunking strategy in reading comprehension. Here are the result of the interview:

1. The Experiences of Using Chunking Strategy to Increase Students'

Understanding in Learning Texts

From the interview, all of the participants agreed that they used chunking as one of their strategies in teaching. They usually employed it when they were teaching reading comprehension. Based on the interview result, the writer intend to know about some English teachers' experienced or familiar with using

chunking in increasing students' understanding of learning texts, as perceived by teachers. Here are the teachers' experiences; the chunking strategy could be easy to understand the reading text and the using chunking strategy in various of text.

1.1. Easy to Understand the Reading Text

The first is pointed out the experiences why the teachers used chunking strategy in teaching reading. All participants reacted variously to the question. In this part, the writer found that the teachers agreed that the chunking strategy makes students easier to understand the reading text.

As Teacher-3 said :

“Yes, I have ever used this strategy about two or three times. Why? Because as a teacher, I tried many kinds of strategy to make my student easier to understand my lesson.” [SY]

Teacher-4 also mentioned:

“Yes, I have used it because students seems to understand the content of the reading material easily without having to read the whole texts.” [JM]

Furthermore, teacher-5 stated:

“In learning process, there are many strategies to increase students' ability, and I think one of the best is chunking strategy. It is effective for students' understanding in reading comprehension. It is also easier for students to understand more about the reading text.” [JL]

The first teachers' experience of using chunking strategy is easy to understand the reading text based on the result above. There were three teachers

stated that chunking strategy would be easier to understand the lesson. So, the teachers used the chunking strategy to easy ti understand the reading text.

1.2. Using chunking strategy in various of text

Regarding chunking strategy in teaching reading, the teachers also believed that in teaching reading comprehension, the strategy was needed. The participants responded that they had used the strategy in various types of texts. The examples of the text were descriptive and explanatory or explanation text.

As Teacher-2 said:

"Yes. I have ever used chunking strategy in descriptive and also some other texts." [RJ]

Then, the teacher-1 said:

"....reading comprehension is one of the essential skills that we need to teach to our students and I usually use this strategy when teaching explanatory text." [MS]

When teaching reading with a chunking strategy, the students could be easily to understand the text without reading the whole text. It can be seen from the responses of two teachers above. Thus, the chunking strategy used in different types of text.

2. *Teachers' Preparation Before Applying Chunking Strategy*

In this part, the participants were asked about their preparation before using the chunking strategy. The writer highlights that teachers should prepare a

text and sometimes the students should bring a dictionary. The participants has explained more detailed in the class.

As Teacher-3 said:

“I usually prepare everything I need in the previous night, such as the text that I will assign to the students and also the steps that I will do. I also learn the material in advance so that I can deliver it effectively to the students.” [MS]

Similarly, teacher-5 mentioned:

“In chunking strategy, the teacher needs to prepare the reading text to be discuss and also the teacher gives the detailed instruction to the students when this strategy is being conducted.” [JL]

As teacher 2 stated:

“The most important thing that we need to prepare is the text or the textbook that we are going to use. We have to make sure whether the type of the text for that meeting is based on the curriculum or not.” [RJ]

Furthermore, the other teacher-4 explained:

“We usually prepared the texts based on the curriculum. For example, for the first grade in the first semester, we use descriptive text. Absolutely, dictionary is also a must. I have issued my students in our first meeting to bring a dictionary any day we have English lesson.” [JM]

Teacher-3 also mentioned:

“I need to prepare the text and learn it before I teach. I usually plan the part that I want to chunk. It can be word, sentence, or even paragraph.”

[SY]

From the findings above, it could be inferred that the main thing the teachers need to prepare is the text. The text should be in line with the curriculum. It is also found that preparation is important in order to deliver an effective teaching and learning process.

3. *Teachers' Steps of Using Chunking Strategy in Reading Text*

After the preparations, the writer wants to explore about the steps of using the chunking strategy in reading comprehension. The steps used by the participants are slightly similar from one to another. As we know, most of textbooks provided reading materials, so the steps helped the teachers to be easier in teaching reading with using chunking strategy. It explained in the response from teacher-1:

“Yes, it helps. As we know, most of textbooks these days provide reading materials such as texts along with the questions related to the texts. So, I asked the students to look at the questions first so that they can highlight the keyword of the text from those questions. Then, I let them read the text. If they find difficult words, I asked them to guess the meaning by looking at the context. Finally, they consult the dictionary to see the real meaning of those words.” [MS]

Besides, teacher-2 also declared that:

"...the steps, first they should highlight unfamiliar words, and after that they should open dictionary to find the word. I believe Hassan Shadily dictionary is a good one. After they know the meaning of the word, they can answer the questions." [RJ]

Also, teacher-3 declared that:

"Yes. Chunking helps my student to identify the keyword from a text. I asked them to guess the meaning of certain keywords found in a text. I also asked them to paraphrase certain words into their own word." [SY]

As a teacher-4 elaborated that:

"I usually ask them to answer those word-meaning-related questions by looking at the context of the texts. After that, they may consult the dictionary to confirm the meaning." [JM]

Teachers 5 explained that:

"Chunking strategy is good for student to solve the problem in reading comprehension especially in identifying unfamiliar words. By using this strategy, I also asked the students to separate verbs, nouns, adjectives, and adverbs." [JL]

According to the findings above, there were several steps in using the chunking strategy, such as preparation, then implementation the reading strategies and continue to chunk, and the last is paraphrasing also sharing depend on the task which is give by teachers. All participants applied chunking strategy by doing

certain the steps based on their own needs during teaching and learning process such as.

4. The Reaction of Using Chunking in Learning Reading Text

From the interview, the writer also asked about the opinion of participants' opinions whether the chunking strategy were appropriate and effective to use or not. After that, the participants reacted positively about using chunking in teaching reading comprehension. Most of the participants said that the chunking strategy was appropriate for learning reading text and effective to apply in learning reading.

4.1. The Appropriate of Using Chunking Strategy for Reading Text

The first participant is pointed out that the reaction of using the chunking strategy was appropriate. It showed by all participants' responses. In this part, the chunking strategy helped students' ability in organizing the information of the text.

Teacher-5 said:

"Appropriate or not? I think the chunking strategy is really appropriate to be used in learning reading text. It helps students to find the keywords and ideas. It is also good for the students to develop their ability to paraphrase and organize the information in reading text" [JL]

In addition, teacher-3 mentioned:

“Yes, of course. Chunking strategy is very appropriate to use in teaching reading. Why? Maybe because it does help my students in understanding reading materials and also in finding the different meaning in of the same words.” [SY]

Then, teacher-4 also argued:

“Yes, it is appropriate because English test these days uses long texts, so the students don’t need to read the whole text.” [JM]

The result shows that the chunking strategy is appropriate to use in learning reading text. The participants said that the chunking strategy would help students in finding keywords of the text, so the ability of students were developed such as in paraphrasing and organizing the text. Then, the chunking strategy helped students in finding the different meanings in the same words, and aiding students in reading long text.

4.2. The Effectiveness of Using Chunking in Learning Reading Text

In this part, besides using in reading text, the use of chunking strategy also effective to be applied in teaching reading. The writer found it through the statements of participants. The participants believed that chunking strategy was effective because it asissted the students in understanding the meaning of the text by looking at the context. As teacher-1 said:

“Yes, of course. This strategy is effective...” [MS]

Furthermore, teacher-2 also said:

"In my opinion, the chunking strategy is an effective strategy because when the students find the difficult words, they will know how to find the meaning of the words by looking at the context, especially in the examination because they do not have much time to read whole text."

[RJ]

From the findings above, it can be seen that chunking strategy was effective especially in looking for the synonyms of several words. It was a good for students to increase vocabularies by looking at the context. After that, the students discussed about the content of reading, and understanding difficult words. Thus, the chunking strategy was appropriate and effective to be applied in learning reading text.

5. The Advantages of Using Chunking Strategy in Reading Comprehension

In the process of teaching reading, the writer intends to know about the advantages of using chunking strategy. Based on the answers which were given by all participants from the interview, almost all participants had similar perceptions and merely had some different perceptions. Based on the interview responses, the writer found out the advantages of using chunking strategy which the benefits include; memorizing vocabulary easily, finding the keywords, and helping students in answering the questions.

5.1. To Memorize Vocabulary Easily

According to the participants of this research, the chunking strategy was useful for the students to be easier in memorizing vocabularies. The students who highlighted unfamiliar words, then they had been read the words aloud together in the class. Thus, that activity helped students in increasing vocabularies.

As teacher-5 said:

"The advantages of using chunking strategy in teaching reading is that the students will be able to memorize the English vocabularies easily. Students also can build their knowledge in reading a text." [JL]

Teacher-1 responded:

"Alright, about the advantages, chunking strategy can enrich students' vocabulary because they spend more time with the new vocabulary. They will not only remember the meaning very well, but also the context where it should be used. So it gives the students the feeling of using the language." [MS]

From the statement above, it could be inferred that the students were easier to enrich their English vocabularies. It also found that the teachers' purpose when using chunking strategy helped students understand the in-depth meaning of a word. Not only the meaning of the word, but also the context of how to use the words. Therefore, it gave the students' a feeling of using the language.

5.2. To Find the Keyword of the Text Easily

The result showed that the next advantage of using the chunking strategy was the students' ability in finding keywords in the text. The writer found that the teachers said the keyword supported the students to get the information of the text. The teachers asked their students to do it after the students read the text.

As a teacher-3 said:

"Yes. Chunking helps my student to identify the keyword from a text..."

[SY]

In addition, the teacher-1 also said:

"...it helps the students to find out the information that they need when they know about the keyword..." [MS]

From the statements above, it can be concluded that with the chunking strategy, the students can easily find keywords after asked the students to read the text first. So, the identified the keywords was on of the importan advantage which was obtained after using chunking strategy.

5.3. To Assist Students in Answering Questions

The other advantages of using chunking strategy was to assist students in aswering questions. The writer found out that the chunking strategy aideded the students to got the meaning of the text so the students could be answer the questions almost correctly. It could be seen from the participants' responses.

As teacher-2 said:

"Advantages? Yes. The advantage is they are easier to know the meaning of the text. For instance, if there is a descriptive text entitled "The beach", they can imagine how the beach is told in the text after we apply chunking strategy."

Furthermore, the teacher-2 also mentioned:

"Alhamdulillah, in my experience, they know the meaning of the text so they can answer almost 80% of the questions correctly." [RJ]

In addition, teacher-1 also explained:

"Actually, in using chunking strategy, I usually like to make little quizzes that related to the text, and the students could answer them easily." [MS]

Another teacher said:

"The advantages are the students can answer the questions faster because they don't have to read the whole text. They are also able to remember the words easily after doing chunking strategy." [JM]

The responses above showed that the students did not need to read the whole text using the chunking strategy. After they got the meaning of the text, they answered questions easily. Therefore, they read questions and focus on the text without reading the whole of the text.

5.4. To Improve Students Interest in Learning Reading Text

As stated before, there are advantages of using chunking in reading comprehension. The last one was to improve students' interest in learning reading text. It could be inferred from the participant's statement below.

As mentioned by teacher-3:

"Because chunking is a fun activity, it can improve my students' interest in reading."[SY]

From the statement above, the participant mentioned that chunking strategy was an interesting strategy for the students because it was fun. Consequently, the students felt more interested in learning reading.

6. *The Challenges of Using Chunking Strategy in Reading Comprehension*

Besides, the writer investigate the challenges in using the chunking strategy in reading comprehension and the participants were asked about the difficulties they found and faced during using this strategy in their respective classrooms. Based on the interview session, there were several challenges; the difficulty of time management, the problem of dictionary difference, and the lack of students' motivation and capability.

6.1. The Difficulty of Time Management

The result showed that in the teaching-learning process, time management was an important one. The using chunking strategy taken time to be applied. So

that was why time management was one of challenge to the participant. As the participants' responses, as a teacher-5 mentioned:

"One of the challenges that teachers faced on chunking strategy is that it takes too much time for students to memorize the information in the text." [JL]

After that, teacher-1 explained:

" In my opinion, like I mentioned before, the challenge is time management. We need to manage our time carefully. We don't want to spend too much time in certain reading material because we still have many teaching material based on curriculum that we need to teach to students. [MS]

Based on the results above, the participants mentioned that the challenge of using the chunking strategy was time management. It was reasonable because chunking strategy requires much of time. Therefore, the teachers should be careful with time management in teaching process².

6.2. The Problem of Dictionary Difference

According to participants, the other challenge of using chunking strategy was from the dictionary. The t teacher said that the students brought the dictionaries; a manual dictionary and an electronic dictionary. There were a difference regarding the use of both dictionaries. The meaning of the word in

each dictionary had variant. So, the students felt confused in got the meaning of the word. Thus, the problems were dictionary diffences.

As a teacher-2 explained:

“The challenge I experience when using this strategy is when the students look up the unfamiliar words to the dictionary. The definitions provided by each dictionary are different from one another, especially electric dictionary that provides limited definitions for each word. That is why, as a teacher, I would rather suggest them to use Hassan Shadily manual dictionary.” [RJ]

Based on the statement above, it showed that the different dictionaries provide different meaning of the words which caused the students felt confused. Besides that, the limited definitions also being a problem in this case. The manual dictionary has a lot of defintions of each word nor in the electronic dictionary.

6.3. The Lack of Students’ Motivation and Capability

The writer found the last challenge that faced by the participant regarding the use of chunking strategy was the lack of students’ eagerness to engage in the learning process. The students who felt lazy to read the text was a problem in this case. They even did not want to open dictionary and it was a challenge ti the students how to resolve the problem. The teacher-4 said:

"Even though some of the students like the way I taught when using chunking strategy, there were also some students who were too lazy to

read the text. They didn't even want to open the dictionary when I asked them synonyms of certain words.” [JM]

According to the statement above, several students in the classroom felt lazy to read the text and open the dictionary to find the unfamiliar words, although other students were studious. Moreover, the difficulties also comes from the ability of the students. In this case, based on the participant's experience.

"The challenge I faced is usually about the students' ability. Even though this strategy is fun, they still have problems when paraphrasing the chunk that I provide for them.” [SY]

From the findings above, students' ability also become one of the problems the teacher faced in applying chunking strategy in teaching reading comprehension. It was involved the difficulty of students in paraphrasing the chunk. Thus, it was a problem to the teacher despite the fun of the strategy when it was implemented to the class.

B. Discussion

In this section, the writer presented a discussion based on the findings of the research. The research question is about “How to do teachers' perspectives on using chunking strategy in teaching reading comprehension?”. The purpose of this research is to investigate the English teachers' perceptions on using chunking in teaching reading comprehension. The data in this research were collected through interview which was a semi-structured interview. This research purposively targets by phone because of COVID-19 pandemic.

In this research, there were five participants that selected purposely who had been using chunking strategy in teaching reading. The participants were English teachers from different senior high school in Banda Aceh. They were; SMAS Fatih Bilingual School Banda Aceh, SMK Farmasi Cut Meutia Banda Aceh, MAN 2 Banda Aceh, SMAS Inshafuddin Banda Aceh and SMAN 1 Banda Aceh. The writer found out that there are six perceptions of using chunking strategy in reading comprehension; the experiences of using chunking strategy to increase students' understanding in learning texts, teachers' preparation before applying chunking strategy, teachers' steps of using chunking strategy in reading text, the reaction of using chunking in learning reading text, the advantages of using chunking strategy in reading comprehension, the challenges of using chunking strategy in reading comprehension.

The first perception is most of the participants had been experiences of using chunking strategy in reading comprehension. The writer found out the positives perspective in participants' experiences. This finding is similar to the meaning of chunking. According to Fountain & Doyle (2012), chunking is one of the strategies to enhance ability or leaning efficiency of students, such as; the strategy increased students' understanding, for instance; reading a text without reading the whole of the text. So, this strategy added helpful experiences to the English teachers.

Furthermore, the findings also discussed about the preparation before applying chunking was done by the teachers. The teachers added that the chunking strategy could be used in various of text such as descriptive or

explanation text. In this case, the teacher prepared the text with questions and should be answered by the students. Thus, it demonstrated that the chunking strategy could be used not only in one type of text.

Besides that, the teachers' who prepared a text and decided to use the chunking strategy applied several steps to use it. The steps included reading aloud, highlighting unfamiliar words, chunking into sentences and using their own words also etc. In addition, the chunking strategy could be applied to teaching reading comprehension and effective based on the participants' responses. Those kinds of step depended on Miller (1956). He elaborated five steps in general, which included first, starts at the highest level, second is modules into lessons into topics which separated in seven sub-steps; unfamiliar circle words, use context clues to help define, look up the meaning of unknown words, write synonyms for these new words in the text, underline essential places and people also identify them, read aloud and read multiple times. The third is chunk at screen level and after that, the fourth is paraphrase meaning also the last step is assessment and sharing. As a result, the teachers used those steps in applying chunking in the classroom.

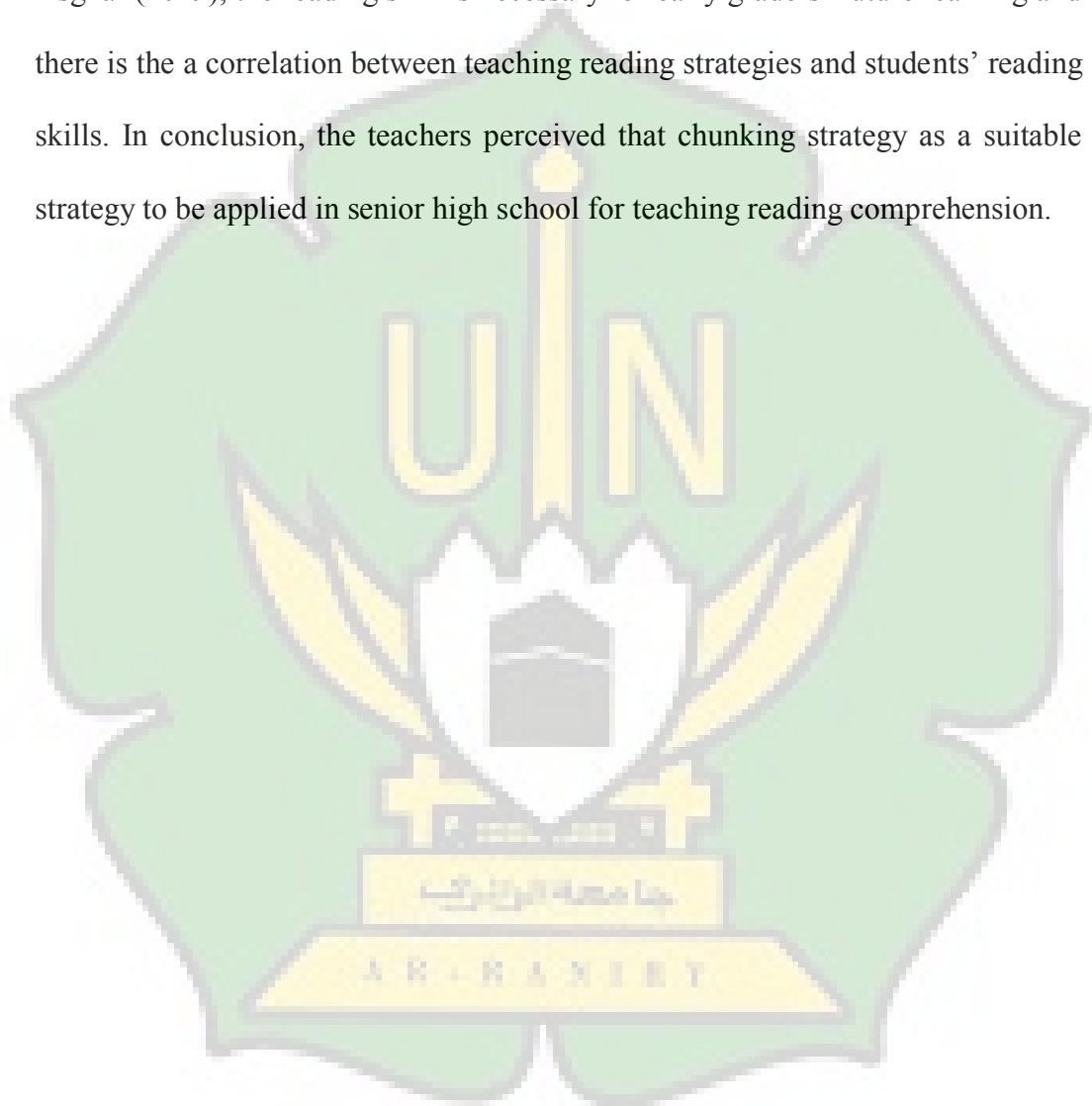
After exploring the result deeper, the writer found that the teachers also got the advantages and challenges in using the chunking strategy. In this research, the advantages such as; to memorize vocabulary easily, find the keyword of the text easily, to assist students in answering questions and also to improve students' interest in learning reading text. Thus, the chunking strategy helped the students in understanding a reading text and also to comprehend the text.

Then, the challenges of using chunking strategy such as; the difficulty of time management and students' difficulty in the classroom. The writer found two participants who said that time management was a problem. It was needed much time to decide if the teachers wanted to use chunking in teaching reading comprehension. After that, the writer found that the other participants' challenges were students' who did not want to open the dictionary and felt hard to chunk and rewrite their own words. Therefore, the chunking strategy had challenges in applying in the classroom.

After discussing this research's findings, it can be inferred that this research had perceptions of teachers who used chunking strategy in reading comprehension based on their teaching experiences. These findings relate to the previous research. According to Xiaoqiu and Padilla (2013), though the students may be boring in the learning process of chunks, but the chunking can be easier for students in remembering chunk. Therefore, the chunking strategy is appropriate to be used although had the challenges.

Anggraeni (2015) in her research found out that using the chunking strategy in reading was one solution to solve the problem of vocabulary and knowledge in a text. In addition, several steps in applying the chunking strategy were proposed by Miller (1956). Sometimes, the teachers should not apply all the steps in one meeting of the learning process, it depended on time also the condition of students or class. So, those are the previous study about the chunking strategy.

However, the better strategy which is using by the teacher will improve the quality of students' reading skill. In this case, the strategy was chunking strategy. It could be relevant to importance of reading skill. According to Zaman and Asghar (2019), the reading skill is necessary for early graders' future learning and there is the a correlation between teaching reading strategies and students' reading skills. In conclusion, the teachers perceived that chunking strategy as a suitable strategy to be applied in senior high school for teaching reading comprehension.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of this research related to English teachers' perceptions of using chunking strategy in reading comprehension. This chapter also proposes some recommendations to the future researcher. The writer writes down the recommendations for other researchers who will continue a study in the field of using chunking strategy.

A. Conclusions

Upon the conclusions of this research, the results were categorized into six points. The points were the experiences of using chunking strategy in increasing students' understanding in reading comprehension, teachers' preparation of applying chunking strategy on reading comprehension in the classroom, teachers' steps of using chunking strategy in reading comprehension, the reaction of using chunking in reading comprehension, the advantages of using chunking strategy in reading comprehension and the challenges of using chunking strategy in reading comprehension. Overall, the teachers perceive that using a chunking strategy is suitable to be applied in senior high school.

Furthermore, this research shows that most participants perceived that they had used the chunking strategy as one of the solutions in teaching a reading text. Nevertheless, all of the participants had their own different experiences in applying the chunking strategy. It could be seen from how they prepared their class before using the strategy, how they used the steps of strategy in the text, and

how the advantages and challenges were felt by the teachers in the teaching-learning process. Finally, the writer concluded that the chunking strategy is appropriate to be applied regarding the data that have analyzed.

B. Recommendations

Based on the findings, the writer expected using chunking strategy could be one of the strategies used by the teachers in teaching reading comprehension. The strategy may also solve the students' difficulties in understanding reading comprehension and it will make the learning process in the classroom more effective. The chunking strategy is one of the strategies which easy to apply in the class. Through this research, the writer has suggestions for the further researchers.

There are still many aspects which can be analyzed about chunking strategy and other reading strategies in teaching reading comprehension. So, it is hoped for the next researchers to analyze other aspects related to this topic and this research may be used as the previous research for them to conduct further researchers. Due to Covid-19, this research was completed by using the interview as a research instrument. Therefore, future writers can add other data collection methods, such as experiments, observations, and questionnaires to gain more data.

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**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-13161/Un.08/FTK.1/TL.00/11/2020
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Bapak/Ibu Guru Bahasa Inggris SMAN 1 Banda Aceh
2. Bapak/Ibu Guru Bahasa Inggris SMAS Fatih Bilingual School Banda Aceh
3. Bapak/Ibu Guru Bahasa Inggris SMK Farmasi Cut Meutia Banda Aceh
4. Bapak/Ibu Guru Bahasa Inggris SMAS Inshafuddin Banda Aceh
5. Bapak/Ibu Guru Bahasa Inggris MAN 2 Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **DWI FITRI MAHARANI / 160203115**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jl, Lampadang, Lr. Lampoh Datee II, Dusun H, Muhammad, Gp. Ulee Pata, Kec. Jaya Baru, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *English Teachers' Perceptios on Using Chunking Strategy in Reading Comprehension*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 30 November 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 30 November
2021

Dr. M. Chalis, M.Ag.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.fkk@ar-raniry.ac.id. Website <http://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-07/Un.08/PBI/TL.00/01/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-13161/Un.08/FTK.I/TL.00/11/2020 tanggal 30 November 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Dwi Fitri Maharani
NIM : 160203115
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

English Teachers' Perceptions on Using Chunking Strategy in Reading Comprehension.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 04 Januari 2021
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

Interview Protocol

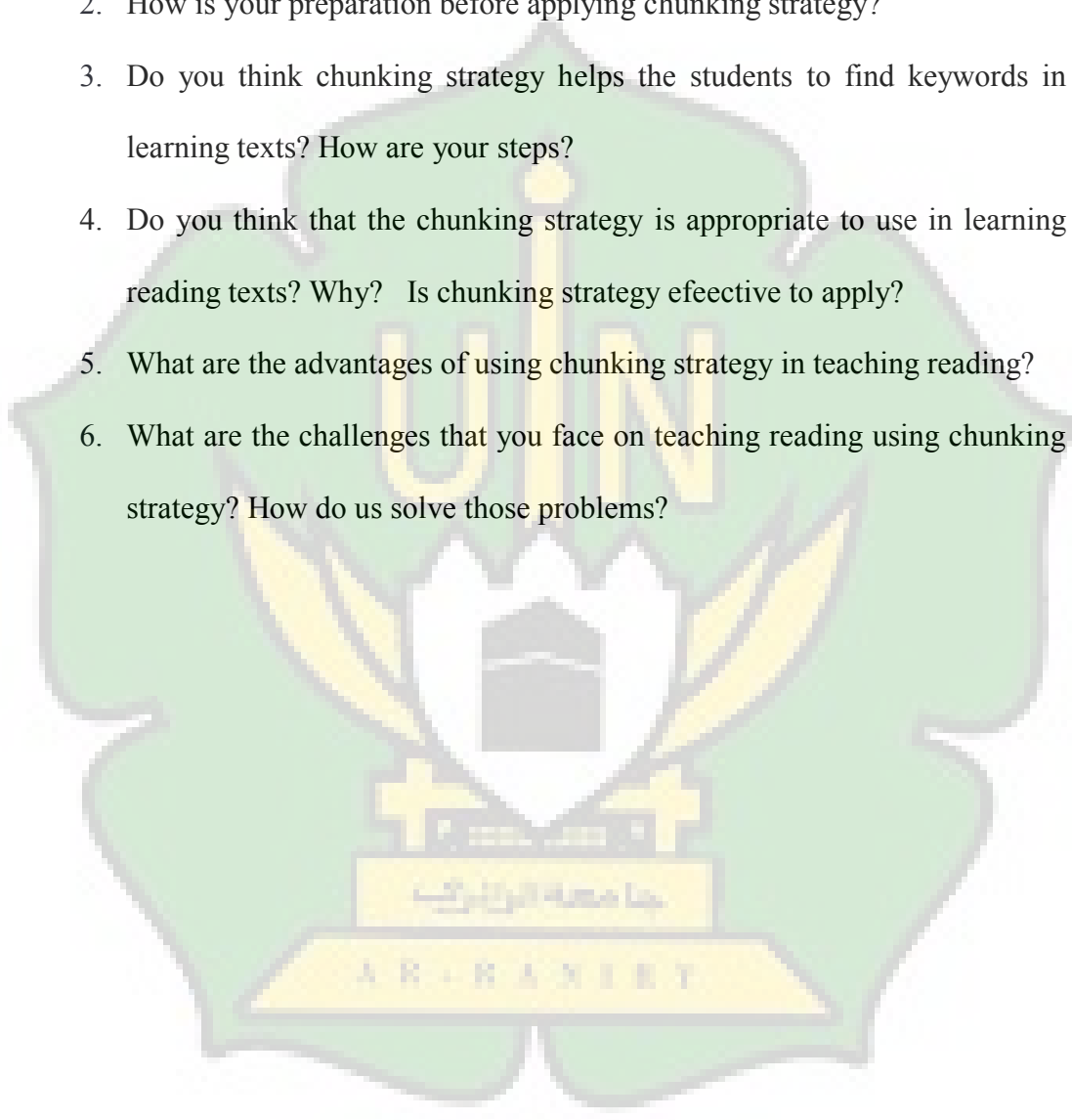
Project: English Teachers' perceptions on using Chunking Strategy in Reading Comprehension

Time of interview :
Date :
Place :
Interviewer : Dwi Fitri Maharani
Interviewee :
Position of Interviewee : The teacher who is teaching English subject at Senior High School or equivalent in Banda Aceh

The purpose of this research is to find out the perception of English teachers who have used the chunking strategy in teaching English subject at senior high school. The data will be collected by using a semi-structured interview which will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, you will be asked several questions about the perception of English teachers who use chunking strategy in the class.

Interview Guideline :

1. In the learning process, have you ever used the chunking strategy to increase students' understanding in learning a text? Why?
2. How is your preparation before applying chunking strategy?
3. Do you think chunking strategy helps the students to find keywords in learning texts? How are your steps?
4. Do you think that the chunking strategy is appropriate to use in learning reading texts? Why? Is chunking strategy effective to apply?
5. What are the advantages of using chunking strategy in teaching reading?
6. What are the challenges that you face on teaching reading using chunking strategy? How do you solve those problems?



**Title: English Teachers' perceptions on using Chunking Strategy
in Reading Comprehension**

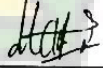

Researched by: Dwi Fitri Maharani

Consent Form for Participant in Research Interview

Thank you for reading the information sheet about this study. Hopefully, you are happy to participate in helping me to fill this form. Please put checklist in the boxes below to confirm that you agree with each statement:

- | | Check
box |
|--|-------------------------------------|
| I confirm that I have read and understood the information sheet (interview protocol) and have had the opportunity to ask questions. | <input checked="" type="checkbox"/> |
| I understand that my participation is voluntary, and I am free to withdraw at any time without giving any reason and without there being any negative consequences. | <input checked="" type="checkbox"/> |
| I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with any research materials, and will not be identified or identifiable in the report or reports that result from the research. | <input checked="" type="checkbox"/> |
| I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission and that so no one outside the research team will be allowed access to the original recording. | <input checked="" type="checkbox"/> |
| I agree that my anonymized data will be kept for the future research purpose, such as publications related to this study after the completion of the study. | <input checked="" type="checkbox"/> |

I agree to take part in this interview:

<u>Ms</u> Participants' Name	<u>13 Nov 2020</u> Date	<u></u> Signature
<u>Dwi Fitri Maharani</u> Researcher's name	<u>13 Nov 2020</u> Date	<u></u> Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Dwi Fitri Maharani
Telp : 0822-7660-2398
E-mail : dwifitri Maharani50@gmail.com

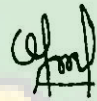

**Title: English Teachers' perceptions on using Chunking Strategy
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| I agree to take part in this interview: | |

<u>SY</u>	<u>20 NOV 2020</u>	
Participants' Name	Date	Signature
<u>Dwi Fitri Maharani</u>	<u>20 NOV 2020</u>	
Researcher's name	Date	Signature

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Name of researcher : Dwi Fitri Maharani
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E-mail : dwifitri Maharani30@gmail.com


**Title: English Teachers' perceptions on using Chunking Strategy
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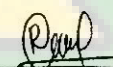
Researched by: Dwi Fitri Maharani

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| I agree to take part in this interview: | |

<u>JM</u>	<u>20th November 2020</u>	<u></u>
Participants' Name	Date	Signature

<u>DWI FITRI MAHARANI</u>	<u>20th NOV 2020</u>	<u></u>
Researcher's name	Date	Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Dwi Fitri Maharani
Telp : 0822-7660-2398
E-mail : dwifitrimaharani30@gmail.com

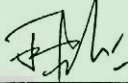

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| I agree to take part in this interview: | |

JL	23 Nov 2020	
Participants' Name	Date	Signature
Dwi Fitri M.	23 Nov 2020	
Researcher's name	Date	Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Dwi Fitri Maharani
Telp : 0822-7660-2398
E-mail : dwifitrimaharani30@gmail.com

INTERVIEW GUIDELINE (1)

Place : Via Phone

Interviewee : English teacher of SMAS Fatih Bilingual School Banda Aceh

Respondent : MS

1. In the learning process, have you ever used the chunking strategy to increase students' understanding in learning a text? Why?

Yes, of course. Because reading comprehension is one of the essential skills that we need to teach to our students and I usually use this strategy when teaching explanatory text.

2. How is your preparation before applying chunking strategy?

I usually prepare everything I need in the previous night, such as the text that I will assign to the students and also the steps that I will do. I also learn the material in advance so that I can deliver it effectively to the students.

3. Do you think chunking strategy helps the students to find keywords in learning texts? How are your steps?

Yes, it helps. As we know, most of textbooks these days provide reading materials such as texts along with the questions related to the texts. So, I asked the students to look at the questions first so that they can highlight the keyword of the text from those questions. Then, I let them read the text. If they find difficult words, I asked them to guess the meaning by looking at the context. Finally, they consult the dictionary to see the real meaning of those words.

4. Do you think that the chunking strategy is appropriate to use in learning reading texts? Why? Is chunking strategy effective to apply?

Yes, of course. This strategy is effective as long as we could manage our time because when we discuss about a word and then ask the synonym, discuss about the content of reading, it would take a lot of time, right?

5. What are the advantages of using chunking strategy in teaching reading?

Alright, about the advantages, chunking strategy can enrich students' vocabulary because they spend more time with the new vocabulary. They will not only remember the meaning very well, but also the context where it should be used. So it gives the students the feeling of using the language.

That's the first one. For the second one, it helps the students to find out the information that they need when they know about the keyword. We ask the students to find keyword so they can just directly focus on that point.

Actually, in using chunking strategy, I usually like to make little quizzes that related to the text, and the students could answer them easily.

6. What are the challenges that you face on teaching reading using chunking strategy? How do we solve those problems?

In my opinion, like I mentioned before, the challenge is time management. We need to manage our time carefully. We don't want to spend too much time in certain reading material because we still have many teaching material based on curriculum that we need to teach to students.

INTERVIEW GUIDELINE (2)

Place : Via Phone

Interviewee : English teacher of SMK Farmasi Cut Meutia Banda Aceh

Respondent : RJ

1. In the learning process, have you ever used the chunking strategy to increase students' understanding in learning a text? Why?

Yes. I have ever used chunking strategy in descriptive and also some other texts.

2. How is your preparation before applying chunking strategy?

The most important thing that we need to prepare is the text or the textbook that we are going to use. We have to make sure whether the type of the text for that meeting is based on the curriculum or not.

3. Do you think chunking strategy helps the students to find keywords in learning texts? How are your steps?

For the steps, first they should highlight unfamiliar words, and after that they should open dictionary to find the word. I believe Hassan Shadily dictionary is a good one. After they know the meaning of the word, they can answer the questions

4. Do you think that the chunking strategy is appropriate to use in learning reading texts? Why? Is chunking strategy effective to apply?

In my opinion, the chunking strategy is an effective strategy because when the students find the difficult words, they will know how to find the meaning of the words by looking at the context, especially in the examination because they do not have much time to read whole text.

5. What are the advantages of using chunking strategy in teaching reading?

Advantages? Yes. The advantage is they are easier to know the meaning of the text. For instance, if there is a descriptive text entitled "The beach", they can imagine how the beach is told in the text after we apply chunking strategy.

Alhamdulillah, in my experience, they know the meaning of the text so they can answer almost 80% of the questions correctly.

6. What are the challenges that you face on teaching reading using chunking strategy? How do you solve those problems?

The challenge I experience when using this strategy is when the students look up the unfamiliar words to the dictionary. The definitions provided by each dictionary are different from one another, especially electronic dictionary that provides limited definitions for each word. That is why, as a teacher, I suggest them to use Hassan Shadily manual dictionary.

INTERVIEW GUIDELINE (3)

Place : Via Phone

Interviewee : English teacher of MAN 2 Banda Aceh

Respondent : SY

1. In the learning process, have you ever used the chunking strategy to increase students' understanding in learning a text? Why?

Yes, I have ever used this strategy about two or three times. Why? Because as a teacher, I tried many kinds of strategy to make my student easier to understand my lesson. Well.. actually I am not too familiar with this strategy.

2. How is your preparation before applying chunking strategy?

I need to prepare the text and learn it before I teach. I usually plan the part that I want to chunk. It can be word, sentence, or even paragraph.

3. Do you think chunking strategy helps the students to find keywords in learning texts? How are your steps?

Yes. Chunking helps my student to identify the keyword from a text. I asked them to guess the meaning of certain keywords found in a text. I also asked them to paraphrase certain words into their own word."

4. Do you think that the chunking strategy is appropriate to use in learning reading texts? Why? Is chunking strategy effective to apply?

Yes, of course. Chunking strategy is very appropriate to use in teaching reading. Why? Maybe because it does help my students in understanding

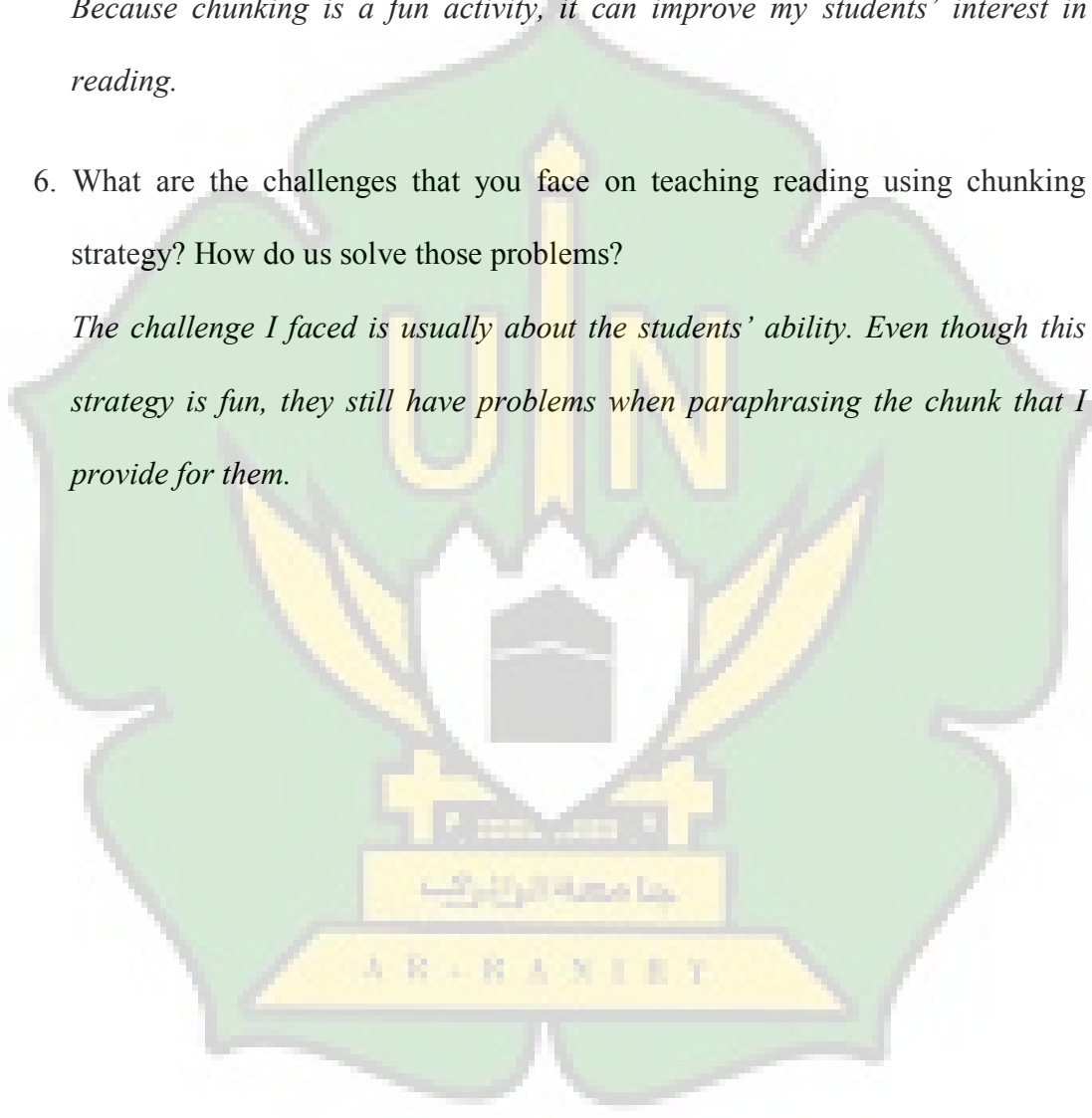
reading materials and also in finding the different meaning in of the same words.

5. What are the advantages of using chunking strategy in teaching reading?

Because chunking is a fun activity, it can improve my students' interest in reading.

6. What are the challenges that you face on teaching reading using chunking strategy? How do us solve those problems?

The challenge I faced is usually about the students' ability. Even though this strategy is fun, they still have problems when paraphrasing the chunk that I provide for them.



INTERVIEW GUIDELINE (4)

Place : Via Phone

Interviewee : English teacher of SMAS Inshafuddin Banda Aceh

Respondent : JM

1. In the learning process, have you ever used the chunking strategy to increase students' understanding in learning a text? Why?

Yes, I have used it because students seems to understand the content of the reading material easily without having to read the whole texts.

2. How is your preparation before applying chunking strategy?

We usually prepared the texts based on the curriculum. For example, for the first grade in the first semester, we use descriptive text. Absolutely, dictionary is also a must. I have issued my students in our first meeting to bring a dictionary any day we have English lesson.

3. Do you think chunking strategy helps the students to find keywords in learning texts? How are your steps?

Yes, it helps. I usually ask them to answer those word-meaning-related questions by looking at the context of the texts. After that, they may consult the dictionary to confirm the meaning.

4. Do you think that the chunking strategy is appropriate to be used in learning reading texts? Why? Is it effective to be applied?

Yes, it is appropriate because English test these days uses long texts, so the students don't need to read the whole text.

5. What are the advantages of using chunking strategy in teaching reading?

The advantages are the students can answer the questions faster because they don't have to read the whole text. They are also able to remember the words easily after doing chunking strategy.

6. What are the challenges that you face on teaching reading using chunking strategy? How do us solve those problems?

Even though some of the students like the way I taught when using chunking strategy, there were also some students who were too lazy to read the text.

They didn't even want to open the dictionary when I asked them synonyms of certain words.



INTERVIEW GUIDELINE (5)

Place : Via Phone

Interviewee : English teacher of SMAN 1 Banda Aceh

Respondent : JL

1. In the learning process, have you ever used the chunking strategy to increase students' understanding in learning a text? Why?

In learning process, there are many strategies to increase students' ability, and I think one of the best is chunking strategy. It is effective for students' understanding in reading comprehension. It is also easier for students to understand more about the reading text.

2. How is your preparation before applying chunking strategy?

In chunking strategy, the teacher needs to prepare the reading text to be discuss and also the teacher gives the detailed instruction to the students when this strategy is being conducted.

3. Do you think chunking strategy helps the students to find keywords in learning texts? How are your steps?

Chunking strategy is good for student to solve the problem in reading comprehension especially in identifying unfamiliar words. By using this strategy, I also asked the students to separate verbs, nouns, adjectives, and adverbs.

4. Do you think that the chunking strategy is appropriate to use in learning reading texts? Why? Is chunking strategy effective to apply?

Appropriate or not? I think the chunking strategy is really appropriate to be used in learning reading text. It helps students to find the keywords and ideas. It is also good for the students to develop their ability to paraphrase and organize the information in reading text.

5. What are the advantages of using chunking strategy in teaching reading?

The advantages of using chunking strategy in teaching reading is that the students will be able to memorize the English vocabularies easily. Students also can build their knowledge in reading a text.

6. What are the challenges that you face on teaching reading using chunking strategy? How do us solve those problems?

One of the challenges that teachers faced on chunking strategy is that it takes too much time for students to memorize the information in the text.

