

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Reading is a process performed and used to obtain the message, which would be conveyed by author through writing form (Tarigan, 2008). The reading skills required in reading content or to gain the message of the text principally include understanding main ideas and supporting ideas intended by the author, relating prior knowledge with those ideas, evaluating, and making inferences and flexible adjustment of strategies used to comprehend the reading text (Setiasih, 2015: 34).

Reading becomes one essential skill for either educated or uneducated people. A reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose of reading is closely connected to a person's for reading. It will also affect the way a book is read. One reads dictionary in different way from the way one reads a novel. In the classroom, teachers need to be aware of their students' learning needs, including their motivation for reading, and purpose that reading has in their lives.

Paul in Setiasih (2015: 33) has claimed, "EFL learners need to read and write in order to deeply internalize the English they learn". With this view, reading skills are needed for students in academic contexts because through the ability of reading the students can develop their knowledge

and skills essential for independent learning and their quantity and quality of reading determine their professional competence and further education.

In this view, reading skill were considered to be of great importance for the students because they were asked to read the text written in English. The fact, the students still have difficulty in reading the content of text written in English because students are not reading in their own language. They tend to focus on words, relying on their dictionaries and translation to understand word meanings. In any case, they frequently end up spending more time discovering the meanings of the words than comprehending the overall message of the passage. On other hand, they needed to be able to read them.

One of the priorities of language teaching should provide students the tools they need to tackle texts in variety of contexts and to define purposes more intensively. The most important factors depend on the basic procedure being used by the teacher. One such strategy of reading comprehension is chunking. Stevens in Demirel & Kiroglu (2012: 66) indicated that readers presented with chunked texts, readers display higher level of text comprehension. Indeed, the students needs to breakdown input the reading materials by chunking the words into meaningful linguistic unit to comprehend overall meaning. Demirel & Kiroglu (2012: 73) stated that chunking strategy boosts cognitive skills and provide positive effect on reading comprehension as it helps the students to organize information coming from the text.

Considering to the explanation above, the researcher has high curiosity in analyzing the use of chunking in reading class that can make the students comprehend the text better. An experimental study conducted by the researcher entitled “The Influence of Chunking on Students’ Reading Comprehension (An Experimental Research on Tenth Grade Students at SMA Negeri 4 Purwokerto in Academic Year 2015/2016)”.

### **B. Reasons for Choosing the Topic**

This selected strategy “Chunking” which is focus on learning Reading Comprehension is chosen of the following reasons:

1. Reading without comprehension means that the readers may get incorrect information of the content. “Chunking has been demonstrated to improve reading comprehension. The use of chunking helps readers understand the provisional structure of a text and then aids the reader in restructuring and organizing the content of each sentence”. (Nishida, 2013: 2)
2. The lack of motivation to read. One obvious example is that the students are not interested in reading once they find difficulties in comprehending the text. By using Chunking hopefully can reduce the students’ difficulties because this strategy started by understanding phrase units, then followed by sentence comprehension.

### **C. Problems of the Research**

Based on the background of the research, the problem is “Does chunking influence on students’ reading comprehension?”

#### **D. The Aim of Research**

This research study aims to find out whether chunking strategy influences students' reading comprehension of the first grade of SMA Negeri 4 Purwokerto.

#### **E. Clarification of the Term**

To gain an understanding between the researcher and the reader, the researcher states the clarification of terms used in this research as follow:

##### **1. Students' Reading Comprehension**

According to Hoover and Gough's in Nation (2004: 249) "simple view" of reading, reading comprehension comprises two sets of skills, those concerned with decoding or recognizing printed words, and those involved in linguistic comprehension. The relationship between decoding and linguistic comprehension is considered to be multiplicative: there can be no reading comprehension without the ability to decipher or recognize words, and similarly, reading comprehension will fail if children lack the linguistic comprehension to understand what it is they have decoded.

Shortly, Students' reading comprehension is the students' reading skills to understand and interpret of what is read.

##### **2. Chunking Strategy**

Setiasih (2015: 35) stated that chunking strategy is strategy of reading required the students to read the passage phrase by phrase as

one meaningful unit not word by word. Chunking ability is the ability to group words into meaningful phrases/units.

Chunking enhances reading comprehension as complex structures are analyzed into constituent forms and comprehension start from the proper understanding of these relatively smaller constituent units and consequently expands onto larger units which are hard to comprehend initially. (Demirel and Kiroglu, 2012: 69-70)

#### **F. Contribution of the Research**

Hopefully the research will give the contribution to the improvement of teaching learning English process.

1. For Teacher
  - a. Giving information about using Chunking strategy for teaching reading.
  - b. Providing the alternative way for teaching reading using Chunking strategy.
2. For Reader

The result of this research is hoped to give another way for English teacher and to increase students' reading comprehension by using Chunking strategy. The researcher can also give many contribution in educational environment, especially in teaching writing.

3. For Others Researchers

It can be a useful source for the other researchers who want to conduct a research with the same topic and it can be used to motivate them to conduct a better research.