CHAPTER I

INTRODUCTION

1.1 Background of Study

Language is a way to communicate ideas comprehensively from one person to another in such a way that the other will be able to act exactly accordingly. "Language is an acquired habit of systematic vocal activity representing meanings coming from human experience" or " language is an acquired vocal system for communicating meanings" (Soekami, 1995: 1). There are many languages in the world, one of them is English.

English is one of the international language. Now days ,learning English is very important. It can be used to communicate with other people for foreign country. In education of Indonesia, English is as a subject matter in every school, such as Elementary Schools, Junior High Schools and Senior High Schools. The students are expected to master four skills if they learn English: reading, speaking, writing, and listening.

In every subject, students learning activities involve reading. Reading is one of the complex ways in learning English. It is kind of activity to comprehend the writer's idea or the way that the writer communicates with the readers by way of the written or printed words.

According to Rumelthart in Cahyono & Mukminatien (2011:85), reading is a process of understanding written language. Since reading is a process, it

stars from viewing the linguistic surface representation and ends it certain ideas or meaning about messages intended by the writer.

Based on the result of interview and observation, the researcher finds many problem in teaching reading at the eighth grade of MTs AL ISLAM Genilangit. In English teaching and learning process, the students felt difficult to understand the meaning of the text, and they are not interested in reading. On the other hand, the students are afraid to express their idea by using English.

From the problem above, the researcher gets fact that students reading skill at the eighth grade of MTs AL ISLAM Genilangit is low. So, the researcher tries to give a solution for the teacher to improve the students reading skill by using one of teaching strategies. There is a strategy of teaching learning, which is interesting, and which can improve student's reading skill, namely Chunking Strategy.

Chunking is an example of a strategy that helps students' breakdown difficult text into more manageable pieces. Dividing content into smaller parts helps students identify key words and ideas, develops students' ability to paraphrase, and makes it easier for students to organize and synthesize information. It is an instructional strategy that highlights the most important information and helps the students to classify the learning so as to make processing it easier. An example of a Chungking strategy would be for the inclusive college instructor to ask students to write a one sentence summary (OSS) of the information. In order to summarize or to paraphrase correctly, students must understand clearly the underlying concept. This force the students

to focus on the most critical details and concepts as they describe in their own words. (Brown & fallon, 2010: 68).

In summary , the researcher hopes Chunking Strategy can solve the students problem at the eighth grade of MTS AL ISLAM Genilangit in 2014/2015 academic year. So, the students reading skill can be improved.

1.2.Statement of Problem

Based on the explanation in the background of study the problems that writer want to know in this study is:

"How can chunking strategy improve reading skill of the eight grade students of MTS Al-Islam Genilangit in academic years 2014/2015?"

1.3.Purpose of the Study

The purpose of study is to know the improvement of chunking strategy toward reading skill of the eight grade students of MTS Al-Islam Genilangit in academic years 2014/2015.

1.4. The Significant of Study

The researcher hopes the result of this research will give some significances for:

1) The Student

It makes the students interested in reading and they do not feel bored.

2) English Teacher

The result of the research can add knowledge and information about Chunking Strategy in teaching learning process.

3) Researcher

It will become an information to develop the knowledge and experience in teaching and learning process.

4) Institution

This research can give the idea and increase the material in teaching and learning process.

1.5. Scope and Limitation

This study is focused on the classroom action research by using chunking strategy to increase students' reading skill.

The subject of this study is eight grade students of MTS Al-Islam Genilangit in academic years 2014/2015.

1.6. Definiton of the Key Term

To make easier in understanding this research, the writer defines the key terms as follows :

Chunking : Dividing content into smaller parts helps students identify key words and ideas, develops students' ability to paraphrase, and makes it easier for students to organize and synthesize information. (Brown & Fallon, 2010: 68).

Reading : An active cognitive process of interacting with print and monitoring comprehension to establish meaning.

Reading skill : Reading is a process of transfering the meaning from mind to mind, from writer to reader, to get something from the writing facts, ideas, enjoyment, even felling of family commu nity (Nuttal, 1982: 3).

CHAPTER II

REVIEW RELATED LITERATURES

This chapter reviews the underlying theories of this study as well as several research findings that Team word webbing method will improve the student's reading skill specifically, the discussion includes the frame of thought of this study.

2.1 Reading

2.1.1 Definition of Reading

Reading is one of the four language skills which has great function in our life. People get information from any countries all over the world mostly by reading. New discoveries of science in the world can be understood from reading. All books as on history, geography, language, science, or any others can not be learned without reading.

According to Hodgson in Tarigan (1986: 7) defines reading as a process which is done and used to get message by a reader, accomplished by using media of words or written language by writer. A process that demand some group of words is a unit would be seen in a moment, with a purpose the meaning of words will be known. If this case is unfulfilled, the written message and unwritten message will not be understood and the reading process is not well done.

According to Clark and Silberstei in Simanjuntak (1988 : 15) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning.

Reading is an activity that involves greater levels of concentration and adds to the conversational skill of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations (Grellet in Al Dress, 2009 : 14).

Nunan (2003: 68) defines reading is a fluent process of readers in combining information from a text and their own background knowledge to build the meaning. Reading is a very important skill that students need to master as early as possible. So, people should master some good reading skills to improve English levels.

From the definitions above, it can be concluded that reading is an activity that involves greater levels of concentration and adds to the conversational skill of the reader or it is a process which is done and used to get message by a reader, accomplished by using media of words or written language by writer.

2.1.2 The Purposes of Reading

From reading the sentences, the students progress to read of paragraphs and short passage to comprehend the information that available in. The teacher helps the students develop techniques for inferring the meanings of new words, reading for information, and increasing comprehension of structural signals.

Most commonly of the people are reading for general comprehension (whether for information or for pleasure). Here people might read a novel, a short story, a newspaper article, or a report of some type to understand the information

in the text, to be entertained to use the information for a particular purpose. Anderson in Tarigan (1986: 9-10) presents seven purposes of reading, they are:

1) Reading for details of fact.

   The kind of reading is intended to find out and know inventions that have been conducted by the character or to solve the problem by character.

2) Reading for main ideas.

   The reading is intended to know why something is considered as a good and interesting topic, the problem in the text, what the characters learn and experience and summarize what they have done to achieve their purpose.

3) Reading for sequence or organization.

   This purpose of reading is to find out and know what happened to each part of the text-first part, second part, third part, etc. Every stage is made to solve problem, actions and events.

4) Reading for inference.

   The purpose of reading is to find out and know why the character chance, the character quality that makes them succeed or failed, in other words, this called to conclude.

5) Reading to classify.

   The purpose of reading is intended to find and know what is unusual and mutual about that character, what is funny of the text or whether the text is true or not.

6) Reading for evaluation.

The purpose of this reading is to know whether the character is succeed in some measurement, whether the student want to do that action of the character in the story.

7) Reading to compare and contrast.

Reading to discover how the character changed, how different student her life and life as students know, how the two stories have in common, how the character resembles the reader. This is called reading to compare or contrast.

2.2 Reading Skill

Reading is one of English language skill considered important for one's growth as an individual in many aspect or life, for example, the student read newspaper, report, message books and many others writing every day. That is way students were taught reading skill in English at school. To facilitate student learning of reading skill, English teacher need to know the nature of reading in addition to pedagogical competencies in delivering the lesson and solid command in reading skills. Reading skill developed by expert at the University Of Cambridge Local Examination Syndicate (UCLES) are meant to be a basis for development of a test for academic purposes. Expert in DIALANG – a common project funded by council of Europe- as quoted by Alderson in Sulistyo and Rachmajanti (2008:15-18) outlines a different modes of exploring reading skill. They outline that reading skill were be seen from two angles (a) what cognitive processing is involved and (b) dominant intention/purpose reading.

Reading skill can be described roughly as a cognitive which a person is able to use when interacting whit write texts. Thus, unlike comprehension, which can be viewed as the product of reading a particular text, skill was seen as part of generalized reading process. Reading skill are often regarded as receptive skill and likened to listening skill. Listening input is often taped with pauses built or controlled by the teacher. Reading skill can be seen in term of bottom-up and top-down skill. Bottom up (systemic) skill consists of building up meaning from analyzing the from of the language uses. Bottom-up skill up language knowledge enables readers to work closely on a text, decoding word, structures and other linguistics features. A text maybe partially understood in this level, but it is unlikely that a full understanding can be achieved without top-down skill. Top-down (schematics) skill involves the prior world knowledge brought by the reader to the text. There is a real difficulty here, one that has resurfaced in frequent year in the debate about reading skill/strategy as opposed to language skill/strategies'. However, in spite of the difficulties associated with defining reading in such and open-ended way, we consider reading to be a language activity, involving at sometime or another all the cognitive processed related to the language performance. Thus, any some considerations the valid account of the reading process must consider such cognitive aspect as reading strategies, inference, memory, relating text to background knowledge, as well as decoding, and obvious language aspect as syntax and lexical knowledge.

2.2.1 Kinds of Reading

Urquhart and Weir (1988: 101), there are five kinds of reading:

1) Skimming: reading for gist. The defining characteristics are:

   a) The reading is selective, with sections of the text either omitted or given very little attentions.

   b) An attempt is made to build up a macrostructure (the gist) on the basis of as few details from the text as possible.

2) Search reading: locating information on predetermined topic. It differ from skimming from that the search from information is guided by predetermined topic so the reader does not necessarily have to establish a macro propositional structure for the whole of the text.

3) Scanning reading: reading selectively to achieve very specific reading goals.

4) Careful reading: this is the kind of reading favourable by many educationalist and psychologists to the exclusion of all other type.

5) Browsing: to describe the sort of reading where the goals are not well defined, parts of a text may be skipped fairly randomly, and there is little attempt to integrate the information into macrostructure, except, perhaps, for a topic structure like" This text seems to be about….."

Gardner in Hedge (2000: 194) described various style of reading:

1) *Receptive reading* is undertaken, for example, when a reader wants to enjoy a short story, follow a line of argument in a newspaper editorial, or understand the main stages in a textbook description of a manufacturing process.

2) *Reflective reading* involves episodes of reading the text and the pausing to reflect and backtrack, for example, when a reader wants to check whether a new line of argument in a political text is consistent with opinions expressed earlier in the same article.

3) *Skim reading* is used to get a global impression of the content of a text. An example would be previewing a long magazine article by reading rapidly, skipping large chunk of information, and focusing on heading and first lines of paragraph.

4) *Scanning* involves searching rapidly through a text to find a specific point of information, for example, the relevant times on timetable, item in a directory, or key points in a academic text.

5) *Intensive* reading involves looking carefully at a text, as a student of literature would look at a poem to appreciate the choice of words, or as a solicitor would study the precise wording of a legal dominant.

2.3 Reading Process

Understanding the process of reading has been focused of many researches over the past 125 years. Models of how the printed word is understood have emerged from this research (Goodman and Stanovich in Nunan, 2003: 70-72). The models can be divided into three categories: bottom-up models, top-down models, and interactive models. The definitions of each models are as follows:

1) Bottom-up models

Bottom-up models typically consists of lower-level reading processes. Students start with the fundamental basic of letter and sound recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts. Letters, letter clusters, words, phrases, sentences, longer text, and finally meaning is the order in achieving comprehension.

One element of a bottom-up approach to reading is that the pedagogy recommends a graded reader approach. All reading materials are carefully reviewed so that students are not exposed to vocabulary that is too difficult or that contains sounds that they have not yet been introduced to. Within a bottom-up approach to reading, the most typical classroom focus is on what student call intensive reading. Intensive reading involves short reading passage followed by textbook activities to developed comprehension and/or a particular reading skill. Most textbooks used to teach first and second language reading using an intensive reading intensive reading approach.

2) Top-down models

Top-down models, on the other hand begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition.

A meaning based approach or a whole language approach to reading is supportive of top-down models of reading. Four key features highlight a meaning based or whole language approach to teaching reading. First, it is a literature-based approach. Books are used which contain authentic language. Readers are exposed to a wide range of vocabulary. Second, whole language is students-centered; the focus is on the individual reader choosing what he or she wants to read. Third, reading is integrated with writing. Classes work on both skills simultaneously. Finally, emphasis is on constructing meaning. The focus should be on meaning and keeping the language whole, as opposed to break it down into smaller units.

3) Interactive models

The models that are accepted as the most comprehensive description of reading process are interactive models. This third type combines elements of both bottom-up and top-down models assuming, "that a pattern is synthesize based on information provided simultaneously from several knowledge sources".

Urguhart and Weir (1998: 184-187), mention there reading processes:

1) Pre-reading activities

a) Previewing

Previewing can be used to make decision whether to read a book an article or a text.

b) Prediction

Prediction used to anticipate the content of a text to make hypotheses.

2) While-reading activities

   a) Self-questioning

   This is identified by researcher as a characteristic of good reading when it promotes cognitive processes inferencing, monitoring understanding and attending to structure.

   b) Self-monitoring

   Monitoring one's own comprehension-checking that comprehension is taking place and adopting repair strategies when it isn't-is seen as a hallmark of skilled reading.

3) Post-reading activities

   Evaluation and personal response

   Questions of evaluation and personal response are also seen by teacher and course book writers as a valuable post-reading activity, relating the text to the outside world. This promotes greater interaction with text and my lead to more successful reading encounters.

2.4 Teaching Reading

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Reading is one of English language skills considered important for one's growth as an individual in many aspects of life. Everyday people cannot escape from this activity. People read newspapers, report, message, books, notes and

many other writing. That is why students are taught reading skills in English at school. To facilitate students learning of reading skills, English teachers need to know the nature of reading in addition to pedagogical competence in delivering the lesson and solid command in reading skills.

According to Nunan (2003:68) teaching reading has at least two aspects. First, it can refer to teaching learning who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language

Reading involves more than utilizing linguistic and decoding skills; that interest, motivation and background knowledge will determine, at least in part, the success that a reader will have with a given text. Reading is dynamic process in which the text elements interact with other factors outside the text; in this case most particularly with the reader's knowledge of the experimental content of the text.

2.4.1   Principles for Teaching Reading

Brown in Sulistyo and Rachmajanti (2008:16-17) outlines several principles for designing interactive reading techniques. These principles are as follows:

1) Use intrinsically motivating techniques such as language experience; Approach in which the students create their own reading, students' own selection of reading materials, sequenced reading, and periodic instructor-initiated and self assessment.

2) Balance authenticity and readability in choosing texts.

3) Encourage the development of reading strategies.

4) Include both bottom-up and top-down techniques.

5) Follow the 'SQ3R' sequence-survey, question, read, recite, and review.

6) Subdivide the techniques into pre-reading, during reading, and after reading phases.

7) Built in some evaluative aspect to the techniques, using for example the following overt responses made by the students:

   a. Doing – the reader responds physically to a command.

   b. Choosing – the reader selects from alternatives poses orally or in writing.

   c. Transferring – the reader summarizes orally what is read.

   d. Answering – the reader answers questions about the text.

   e. Condensing – the reader outlines or takes notes on the text.

   f. Extending – the reader provides an ending to a story.

   g. Duplicating – the reader translates the message into the native language.

   h. Modelling – the reader puts together a toy for example after direction for assembly.

   i. Conversing – the reader engages in a conversation that indicates appropriate processing of information.

   David L. Shepherd in Simanjutak (1988: 16) state some principles of learning as they apply to reading are:

1) The students must have a purpose and a motivation to learn

2) Learning must have meaning for the learner

3) A background of experience and knowledge is necessary for learning

4) The learner must be active in their learning

5) Learning requires the forming of habits

6) Much learning is by association

7) Learning requires practice

8) Favourable attitudes toward learning foster effective learning

9) Students learn at different rates in different modes

10) The students knowing what they are learning.

In conclusion, the teaching of reading must provide the students some reading skills. To achieve this, some principles must be applied; reading should not be considered as passive skill, student must be engage with the text and respond to the content. Prediction can be a major factor in reading, the task must match to the topic, and the teacher suggested to explore the text.

2.4.2 Guidelines for Teaching Reading

According to Horwitz (2008: 124) teachers can help their students better understand all types of reading materials by supplying appropriate meaning support, they are:

1) Have appropriate expectations for reading comprehension

2) Help your students develop realistic expectations for second language reading

3) Help students become aware of the background information they need to understand a particular reading

4) Have students look over the title, headings, and any graphic associated with the reading and anticipate what might be about. An advance organizer in the form of an outline or brief summary is also helpful.

5) Have students preview the text by giving them preliminary questions.

6) In the case of content textbooks, have students use end of chapter questions as preview questions.

7) Help students develop effective dictionary strategies and to distinguish important from unimportant words.

8) Ask inference rather than fact recall questions

9) Provide authentic materials as often as possible

10) Allow ample opportunities for rereading

11) Take a multimedia approach to reading.

2.5 Reading Text

The researcher must select one type of text that suitable for the purpose of reading. In other word, the selection of the text was conducted in order to achieve the purpose of reading, and the selected text material is descriptive text. This text has been chosen because it is available on the syllabic teaching – learning activity at the setting of the subject research.

2.5.1 Narrative Text

2.5.1.1.Definition of Narrative Text

Anderson and Anderson in Cahyono (2011: 2) stated that a narrative is a text that tells a story and, in doing so, entertains or informs the readers or listeners. Furthermore, they stated that there are many types of narratives: humor, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science, fiction, and adventure. Narratives can be presented in a written or spoken form,

either in a foreign or local story. Stories have generic structure as follows: orientation, complication, sequence of events, resolution, and coda.

Narrative Text is a text containing story. It can be in the form of folktale / folklore, fable. Legend, short story, fairy tale, myth, etc. the main function of this text is to entertain the readers with actual or imaginary experience in different ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem (Marsudiono, 2011: 64).

2.5.1.2 Generic structure of Narrative Text , (Marsudiono, 2011: 64) :

a. Orientation

It is the background of the story which tells about who, when, where, and what is the story about.

b. Complication:

A problem arises and followed by other problems which lead to the climax of conflict in the story. A story can have complication more than one.

c. Evaluation:

It is optional. The aims is to make the story more interesting.

d. Resolution:

It is the problem solving of the problem which can end with happy ending or sad ending or tragedy.

2.5.1.3 Language features of Narrative Text.

1. Use of noun phrases (a beautiful princess, a huge temple)

2. Use of adverbial phrases of time and place (in the garden, two days ago)

3. Use of simple past tense (He walked away from the village)

4. Use of action verbs (walked, slept)

5. Use of adjectives phrases (long black hair)

2.6.Chunking Strategy

2.6.1 Definition of Chunking Strategy

Chunking is grouping of words in a sentence into short meaningful phrase (usually three to five words). Dividing content into smaller parts helps students identify key words and ideas, develops students' ability to paraphrase, and makes it easier for students to organize and synthesize information. It is an instructional strategy that highlights the most important information and helps the learning so as to make processing it easier. Ann example of a chunking strategy would be for the inclusive college instructor to ask students to write a *one sentence summary* (OSS) of the information. In order to summarise or to paraphrase correctly, students must understand clearly the underlying concept. This forces the students to focus on the most critical details and concepts as they describe in their own words. (Brown & Fallon, 2010: 68)

2.6.2 The procedure of Chunking is:

1. Preparation

Chunking can be used with challenging texts of any length. 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.

2. Review reading strategies

Before having students work on paraphrasing the text, it is helpful to go over specific decoding strategies. You may want to post the following "reading reminders" on the board:

a. Circle words that are unfamiliar.

b. Use context clues to help define.

c. Look up the meaning of unknown words.

d. Write synonyms for these new words in the text.

e. Underline important places and people and identify.

3. Chunk the text

"Chunking the text" simply means breaking the text down into smaller parts. Sometimes teachers chunk the text in advance for students, especially if this is the first time students have used this strategy. Other times, teachers ask students to chunk the text. Students can work on chunking text with partners or on their own. Depending on students' reading level, the lengths of chunks can vary. A struggling reader may work with phrases rather than sentences. A stronger reader can often work with longer chunks.

4. Paraphrase meaning

Students should rewrite "chunks" in their own words. By the end of this activity, students should have a paraphrased version of the original text.

5. Assessment and sharing

The paraphrased text can be used to evaluate your understanding and reading ability. You can compare your chunks of the text with other students

to see what they got out of it. If they have something different, ask then to talk more about it so you can learn more. This step often leads to interesting discussion about interpretation – how people can often find different meaning in the same words? (Facing.org: 2012, accessed on September 13, 2013).

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Methodology is one of the importants factors in the research activity. This research uses Classroom Active Research (CAR). This research will take place in the classroom. According to Hensen at all in Johnson, (2005: 21) action research can be defined as the process of studying a real school or classroom situation to understand and improve the quality of actions or instruction. Classroom Action Research is a study of evaluating the learning processes associated with optimizing the use of methods, media, learning strategy, in which improvement activities are expected to enhance the learning process and student learning outcomes. (Wahidmurni and Ali, 2008: 13)

Kurt Lewin in Aqib (2006: 21) states that classroom action research in every cycle consists of four steps. They are:

1. Planning, these planning actions include making learning scenario, preparing facility and instrument if necessary.

2. Acting, this step is performing the act that contains who do it, what, when it occurs, and how to do it. Acting of scenario that has been planned will occur in actual conditin. At the same time, this activity is followed by another activity, observation and interpretation along with reflection.

3. Observing, in this activity the researcher record the data that enclose the process and the result of the activity. The purpose of the activity is to collect the evidence of acting result that is able to evaluate and prepared as the base of doing reflection.

4. Reflecting, this step is done by analyzing data about the process, problem, and the obstacle that occur and continued with reflection toward the result of action.
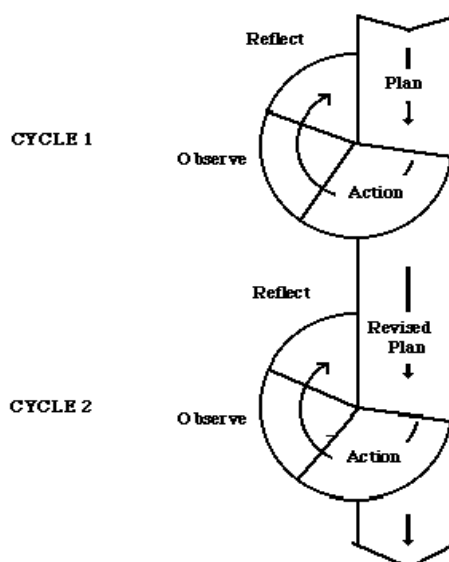
CAR design by Hopkins in Aqib (2006: 31)

All of step above in Classroom Action Research from a cycle that is drawn in spiral form in this picture of Hopkins in Aqib (2006: 31). To solve a problem, maybe it needs more than one cycle. In every cycle has correlation and to be continued. Cycle two occurred when cycle one does not run well and there are still several problems. Cycle three is done when cycle two is not successful.

3.2 The Subject and Setting of Research

The subject of this research is the eight grade students of MTS Al-Islam Genilangit in the academic year 2014/2015. That consisted of 20 students. The reason of the researcher chooses this subject was because there were problem faced by the students. This research conducted at the eight grade students of MTS Al-Islam Genilangit in the academic year 2014/2015, which is located on Jl. Kota baru 1B Genilangit , Poncol, Magetan.

3.3 Research Procedure

Before going on this research, the researcher analyzed and observed at the the eight grade students of MTS Al-Islam Genilangit in the academic years 2014/2015. The researcher found some problems like grammatical errors, sentence structure, vocabulay, and many things that related to reading activity. Before beginning the research, the researcher gave pre-questionnaire sheet to the students. It aimed to know the problem of the students and the students' skill in reading.

There were some steps done by the researcher. They were:

3.3.1 Planning

In this step, the researcher prepares and makes lesson plan, prepares taching media, prepares all the facilities that are needed and makes the instrument that are needed in teaching activity.

1. Identifying the problem

    The researcher observed the students and give questionnaire to the students in order to know their problem in reading. Besides, the researcher interviewed the English teacher of MTS Al-Islam Genilangit.

2. Choosing the subject material

    The researcher chooses the narrative text as the subject material. It causes narrative text contain story, so it can make the students know the story of legend, imaginary tale, and other kinds of narrative. The researcher made a lesson plan as preparation. So the plan would be oriented. The lesson plan consisted of intructional media, teaching procedure and assessment.

3. Criteria of Success

    In this study, it was determined that the criteria of success lesson were:

    a. Affective, the students were active in comprehending the text.

    b. Psychomotor, the students enjoyed in giving positive response or prediction toward the implementation of chunking strategy.

    c. Cognitive, the students were able to improve their reading skill of the text. Minimum score of the study or KKM (Kriteria Ketuntasan Minimal) reached 75.

4. Making Research Instrument

    According to Arikunto (2002: 126), there are many methods that are able to use to collect data. They are test, interview, observation, questionnaire, and documentation. In this study, the researcher uses three instruments that will be used to collect data. They are as follow:

1) Test

Test is various questions or practice and other appliance that used to measure skill, knowledge of intelligence, talent or ability in individual or group (Arikunto, 2002: 127). The researcher used test or question test as an instrument. Test consists of many items in which each of them measures one of variable. Test is very important to measure data. It is able to help measure the data that is needed.

The use of chunking strategy in narrative text as method is in order to make the students quickly accept the subject material, easy to express their ideas, and improve students' reading skill. Test is used to measure the students' reading skill after they have learned the material by using this method and to know whether this method is successful or not. So, it is used to know the students' achivement and to know how far the students' reading skill will improve after using the new method.

2) Observtion

Observation is as an important tool to collect data in classroom ation research. It is used to control and observe. The focus of observation from classroom activity can be categorized into general and specific. General observation from classroom activity will notice the subjectivity of reseachers' suggestion and

the specific observation is about the things that have been agreed in planning. The result of data will help the school for further development (Wiriaatmadja, 2005: 250).

Observation is the activity to get information about teaching and learning process in the classroom action research and it is as a process to collect the data by monitoring the students' activities, especially in improving students' reading skill in narrative text by using chunking strategy. To measure the students' activeness consisted of answering question minimal two times, asking question minimal two times, and doing the test in every cycle, the researcher only gives a checklist (√) in every students' activity during the teaching and learning process in the classroom.

3) Questionnaire

According to Wiriaatmadja (2005: 249), it is one of method in collecting data to complete the observation and interview. List of questions is arranged by researcher and all of the questions are able to give a feedback about the students' attitude, the completeness of students' media, cooperating with teacher, and students' comment about the thing that the teacher was to know.

The questionnaire consists of 10 questions. It is to know the students' interst, difficulty, understanding, and motivation in

learning English. The students only give checklist (√) in the column based on their respond about the activity in the classroom.

The result of the questionnaire is able to use support the observation in the classroom and become a tool for evaluating and reflecting about the teaching and learning process in reading skill text by chunking strategy.

3.3.2 Acting

The researcher implemented the action together with the collaborator. The researccher during the implementation of Classroom Action Research. In order to implement the action research as follows: firts, the teacher greets the students, introduces herself to them and checks the students' attendance. The researcher asks to the students some questions about the material orally and explains the subjects material by using chunking strategy to make them understand about the text. Second, the teacher gives text to the students. In this case, the researcher uses narrative text. The teacher asks the students to read the narrative text and summarize narrative text through chunking strategy completely based on their own word. The teacher asks the students if there difficulties and the students can consult to the teacher if they have any problems.

3.3.3 Observing

During the implementation, the researcher observed the teaching learning process. The collaborator helped the researcher to

observe the students. She pays attention on monitoring the activity of students in teaching and learning process in reading narrative text through chunking strategy and the situation in the classroom. It is to know how many students who are active and passive.

3.3.4 Reflecting

The teacher is evaluating the students' skill in teaching and learning process in reading narrative text by using chunking strategy. The teacher evaluates the result of individual test and the result of observation to know whether cycle one is successful or not.

The researcher also analyzed the result of the test in order to know the problem of the students in narrative text. This would help the researcher to revise the model of teaching learning process in cycle two.

3.3.5 Data Analysis

To analyze the data, the researcher uses the following steps:

3.3.5.1 Data Calssification

The data were classified into two kind namely quantitative and qualitative data. The quantitative data were taken from the students' test in cycle and qualitative data were taken from the result of observation and questionnaire.

3.3.5.2 Data Presentation

The observation and questionnaire data were described in qualitative way. Then, the data that obtained from the test are described using quantitative data.

a. Test

Table 1. The item of the test can be seen in this table

NO	VARIATIONS	SCORE
1	Activity 1 (cycle 1) - Essay Part I (15 questions)	15 x 2 = 30 Total score = $\underline{30}$ = 10 3 = 10 x 10 = 100
2	Activity II (cycle 2) - Essay Part I (15 questions)	15 x 2 = 30 Total score = $\underline{30}$ = 10 3 = 10 x 10 = 100

b. Observation

To know the students' attitude in activity of teaching and learning by using chunking strategy can be calculated by using assessment percentage, criteria of score as follow:

>75%   = Very Active

61% - 75%   = Active

46% - 60%   = Less Active

<45%   = Not Active

The researcher in analyzing the observation uses the formula below:

$$\text{The precentage of complete} = \sum \frac{\text{amount of obtained score}}{\text{all of aspect maximal}} \; X100\%$$

c. Questionnaire

In this study, the researcher uses simple formula in analyzing the observation to know the students' respond in teaching and learning process in reading narrative text by chunking strategy with give questionnaire by using assessment percentage criteria of score as follow:

>75%   = Very good

61%-75%   = Good

46%-60%   = Less good

<46%   = Not good

To calculate each answer in each question the researcher uses this formula:

$$\textit{The precentage of complete} \; = \; \sum \frac{\textit{amount of obtained score}}{\textit{all of aspect maximal}} \; \textit{X100\%}$$

3.3.5.2 Data Interpretation

The researcher gives interpretation by using the discussion. The discussion proposed by the researcher in the previous chapter and can make a conclusion that there is any influence of chunking strategy toward reading skill.

CHAPTER IV

FINDING AND DISCUSSION

This chapter present about classroom action research that has been done by the researcher in MTS Al – Islam Genilangit in 2014/2015 academic year. Data collected throgh classroom action research are described in detail as follows :

4.1 Finding

The research was started on August 03, 2014 until August 10, 2014. It was carried in MTS Al – Islam Genilangit. It consisted of two cycles and it was conducted in four meetings. There were two meeting in the first cycle and the second cycle consisted of two meetings. The details are as follows;

4.1.1 Cycle 1

4.1.1.1 Plan 1

The researcher made plan to apply chunking strategy in classroom action research with steps:

1) The researcher made lesson plan 1.

2) The researcher prepared narative text.

3) The researcher prepared observation check list and questionnaire.

4.1.1.2 Action 1

First meeting

On August 03, 2014

Day   : Monday

Time   : 10.00 a.m. – 11.20 a.m.

Theme: The Monkeys and The Cap Seller

Steps   :

1) The researcher came into classroom

2) The researcher greeted the students.

3) The researcher introduced herself to the students.

4) The researcher explained the researcher's aim.

5) The researcher checked the attendance list by calling the students' name one by one.

6) The researcher gave motivation to the students.

7) The researcher distributed questionnaire I that consisted of the students' opinion about their experience before the classroom action research and gave time to the students to fulfill it.

8) The researcher collected questionnaire I.

9) The researcher asked students about narrative text.

10) The researcher explained about purpose of narrative.

11) The researcher asked about the genre of narrative text.

12) The researcher explained about the generic structure and generic feature of narrative text.

13) The researcher asked about the method that the teacher used to teach English.

14) The researcher explained about Chunnking Stategy.

15) The researcher distributed narrative text to the students (in a chunk of paragraph).

16) The students read title (and perhaps a bit of the reading) and made predictions about content.

17) The researcher distributed the next chunk of paragraph.

18) The students read the first chunk of paragraph.

19) The students confirmed, refined or rejected their predictions and justified their actions using evidence from the text. Students then made new hypotheses.

20) The students read the next chunk and followed procedures in step before. This cycle continued until the entire text was completed.

21) The students followed-up activities may be completed after the text was read.

22) The students identified the genre of the text.

23) The researcher summarized this material.

24) The researcher discussed the students' problem in teaching and learning process.

25) The researcher closed the teaching and learning process

Second meeting

On August 04, 2014

Day   : Tuesday

Time   : 08.20 a.m. – 09.40 a.m.

Theme   : Cinderella

Steps   :

1) The researcher came into classroom.

2) The researcher greeted and asked students for praying.

3) The researcher checked the attendance list by calling the students' name one by one

4) The researcher gave motivation to the students.

5) The researcher reviewed the last material.

6) Many students still remembered about the last material, they replied the questions asked by the researcher.

7) The researcher did the test about narrative text and the students did interaction with the researcher.

8) The researcher gave example of narrative text with different topic of first meeting.

9) The researcher asked the students to read and identified the generic structure, and generic feature of the text.

10) The researcher distributed test paper to the students.

11) The researcher gave instructions to the students.

12) The researcher gave a jumble text about narrative text to the every groups to arrange the jumble text.

13) The researcher gave time to the students to do a narrative text.

14) The researcher gave an exercise which continued some multiple choices.

15) The researcher asked the students to do the assignment.

16) The students collected their assignment after finishing it.

17) The researcher closed the teaching and learning process.

4.1.1.3 Observation 1

The observation was done in order to get the primary data about the students' interest and response toward teaching reading comprehension by using Chungking Strategy. So, the researcher knew the problems of the improving reading skill in teaching and learning process. In the cycle I, the researcher used observation checklist I to Know students' activity.

From the data observation 1 (see table on appendix), the researcher concluded that the total score {(10 + 6): 28} x 100% = 57.14%. from the data above, the researcher knew some problems in teaching and learning process. The students rarely finished task on time, they were afraid if they had some mistakes in their assignment. Sometime, the students were active learning because they were bored to read and found difficulties to comprehend the text.

1) Data from the result of Questionnaire 1

To find out the quesioner score, the researcher used the way of accounting as follow:

The question of questionaere consisted of 10 items. In scoring the researcher gave score of the answer 1 until 4. A was agree very much, B was agree, C was disagree, D was no comment. (maximal score has been taken from the sum of the students, they are 20 students. The maximal score was 4, so 20 x 4 = 80).

From the questionnaire I (see table on appendix), the total score was 63.88%. the researcher knew some problems in english learning at the eight grade of MTS Al-Islam Genilangit. Some of students disliked English. They regarded reading was not interesting and they felt difficult understand sentences or the meaning of the text.

2) Data from Test 1

At the beginning of process (see table on appendix), only 40% or 8 students who got score above 75 and 60% or 12 students who got score under 75

4.1.1.4 Reflection

After the researcher did the teaching and learning process, the researher made conclucions. In the first meeting, the students were enthusiastic and active, and they were interested. But in the test, they cannot do themselves because they made noisy, they were still confused and they felt difficult to understand the meaning of the text, and the students' vocabularies were still low. The result is unsatisfying. So, the researcher knew test, the researcher tried to discuss and test again with different story.

4.1.2 Cycle 2

4.1.2.1 Revised Plan 2

The researcher did action better than in cycle 1. In cycle 2, the researher improved the actions as follows:

1. The researcher chose a new subject material.

2. The researcher asked the students to make groups.

3. The researcher gave specifics' questions based on the material.

4.1.2.2 Action 2

Third Meeting

On August 08, 2014

Day   :Saturday

Time   :08.20 a.m. -09.40 a.m.

Theme   :The Old Woman and The Sparrow

Steps   :

1) The researcher came into classroom.

2) The researcher greeted students.

3) The researcher gave motivation to the students.

4) The researcher reviewed the last material.

5) The researcher discussed about the students answer error that have been done in cycle 1.

6) The researcher asked the students to make groups.

7) The researcher gave a chunk of narrative text to each groups.

8) The first group read the first paragraph.

9) The other groups confirmed, refined or rejected their predictions and justified their actions using evidence from the text.

10) The next groups read the next chunk and follow the procedures. This cycle continued until the entire text was completed.

11) The students followed-up activities may be completed after the text was read.

12) The students identified the genre of the text.

13) The researcher summarized this material.

14) The researcher closed the teaching and learning process.

Fourth Meeting

On August 10, 2014

Day   : Monday

Time   : 10.00 a.m. -11.20 a.m.

Theme   :Snow White and Seven Draft

Steps   :

1. The researcher came into classroom.

2. The researcher greeted asked students for praying.

3. The researcher checked the attendance list by calling the students' name one by one.

4. Researcher gave motivation to the students.

5. The researcher reviewed the last material.

6. The researcher asked the students, and the students replied the questions.

7. The researcher gave an example of narrative text with different topic of third meeting.

8. The researcher asked the students to read and identified the generic structure, and generic feature of the text.

9. The researcher gave test paper to the students.

10. The researcher gave instructions to the students do the test.

11. The researcher gave time to the students to do a narrative text.

12. The researcher gave multiple choices to each student according to their narrative text.

13. The researcher summarized the result of the activities in the class during the teaching and learning process.

14. The researcher asked the students to do the assignment.

15. The students collected their assignment after finishing it.

16. The researcher closed the teaching and learning process.

4.1.2.3 Observation 2

In the observation, the researcher knew the real situation in the classroom action research during the strategy was applied. The result of observation check list showed z.

From the implementation of the action research, the researcher took conclusion as follows :

1) In the first cycle the students were enthusiastic by using Chunking Strategy. They were comfortable and felt interested during teaching and learning process. However they could not do concentration because they made noise in classroom.

2) In the second cycle this they felt interested. The researcher was given test again, with another story. The students could accept the material well.

3) Teaching reading skill by using Chunking Strategy was a good medium to make students understand.

4) Many students liked studying by using Chunking Strategy.

From the data observation 2 (see table on appendix), the researcher concluded that total score {(15 + 8): 28} x 100% = 82.14%. The students often have interaction with the teacher and they were active in teaching learning process. The students often asked to the teacher about lesson material. So, the students often finished task on time. Besides, the students always gave attention when the teacher explains lesson material. Therefore the students were always active in teaching learning reading and interested in teaching learning reading by using Chunking Strategy.

1) Data from the Questionnaire II

To find out the second questionnaire score, the researcher used the way of counting as has been mentioned in the first questionnaire above.

From the questionnaire II (see table on appendix), the total of the first questionnaire is 63.88% and the second questionnaire is 85.38%. So, the result of the second cycle was higher than the first questionnaire. The researcher concluded

that the students at eighth grade of MTS Al – Islam Genilangit in 2014/2015 academic year more interested, enjoy and easy to understand this lesson.

2) Data from Test II

In addition (see table on appendix), the result of the test showed high improvement. Most of the students got score reached *KKM*. The average of students score was more than 75. The score was like expected on the criteria of success.

4.1.2.4 Reflection

In the second cycle, researcher could see some improvements in teaching and learning process by using Chunking Strategy. All students were more active than before. They had good response and they felt comfort in classroom action research. So, teaching English by using Chunking Strategy could help them to motivate in learning English especially in reading skill.

Most of students felt easy to understand the text, felt confident and could concentrate in teaching and learning process. Students' vocabularies increased and the students interested in studying English.

4.2   Discussion

Based on the explanation in finding, the researcher states the classroom action research was done in two cycles. Most of the students got difficulty in reading and they wanted to use Chunking Strategy in learning reading.

The description in the cycle 1, it was concluded that the use of Chunking Strategy was not successful to improve the students' reading skill. Based on the result of the reading test was known that only 40% who got score above 75 meanwhile 60% got score under *KKM.*

It means that the result was under the criteria of success. The students did not give positive response toward the implementation of Chunking Strategy because some students were still confused with the steps and instruction given.

Then, based on the description in the cycle 2, it was concluded that implementation of Chunking Strategy could improve the students reading skill. The students became active and they had high motivation. It could be seen from the result of cycle 2. From Psychomotor aspect, the students enjoyed to give positive response toward this strategy. Then, from cognitive aspect, most of students score were more than 75. The score reached on the criteria of success. It means that the classroom action research was successful in this cycle.

CHAPTER V

CONCLUSION AND SEGGESTION

The finding in the classroom action research finally arrives at conclusion about the study. In this last chapter, the researcher gave some conclusions about the result of the research. The problems arise during the research must be solved in coherence with the students reading comprehension to be improved by the teacher in the future. Due to this case, some suggestions are delivered for students comprehension improvement.

5.1 CONCLUSION

The finding in the classroom action research finally arrives at conclusion about the study. The researcher looks at the condition now, many English classes in Indonesia are now attended by many young learners. As a result this class is not effective. The student are bored and noisy. This can influence the concentration of students. So, there is difficulty for students to accept the material of the lesson. The researcher knows the condition by observation when teaching learning process in the classroom conducted. From the observation, the researcher draws some conclusions: (1) Teaching reading by using Chunking Strategy was more interesting and enjoying, it made the students to study comfortably during teaching and learning process. (2) There was a new paradigm for the students that understanding the text was not difficult

In learning process in the first cycle from observation, the students were enthusiastic by using chunking strategy. They were comfortable and felt interested in teaching and learning process. But in the test, they could not concentrate because they were noisy in the classroom. In the second cycle, this time they felt interested. The researcher gave the story and test again, but by using another story. The students could accept the material well. As a result they could do the test well.

There was improvement from cycle I until II. At the beginning of process (cycle 1), only 40% who got score above 75 and the final test (cycle II), all of the student got score more than 75. It showed the improvement of reading comprehension by using chunking strategy was effective in teaching reading at the eighth grade of MTS Al Islam Genilangit in 2014/2015 academic year.

5.2 Suggestion

The researcher has suggestion for English teacher, students and the text researcher as follows:

5.2.1 For English Teacher

a) The teacher should have good potency in reading. If the students felt easy to accept the material, so the teacher should choose / use appropriate methods of teaching.

b) The English teacher would be better to motivate students to ask when they get problems in teaching and learning process.

c) Professional teacher is as motivator, mediator, and able to make lesson plan before teaching.

d) The teacher always has many ideas to implement the lesson in order to improve the students' skill.

e) The English teacher would be better to make joyful learning in the classroom by using suitable strategy.

5.2.2 For Student

a) The students should study hard in English lesson in the purpose to have good comprehension in reading.

b) The students should practice to use English in daily activities.

c) The students should manage their time to study English effectively.

d) The students should try to read more and more.

5.2.3 For the Next Researcher

The researcher suggests for the next researcher to conduct more creative and different strategy in teaching English and can improve the English teaching and learning process to develop students' mastery in English, especially in reading comprehension. The next researcher should prepare the material well. The researcher hopes that the result of this study will be useful for the next researcher who will conduct research about the same case in different field of study. The next researcher also can develop this strategy to get the better result in teaching and learning process.