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Improving Reading Comprehension of Explanation Texts through Chunking Technique

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Abstract

This research uses the chunking technique to enhance students' reading comprehension of explanation texts. The study was performed as Classroom Action Research (CAR) with eleventh-grade students from a high school in Jember. It was done in two stages following the Kemmis and McTaggart approach, which includes planning, acting, observing, and reflecting. During the first stage, students learned the chunking technique through individual tasks. Results indicated that their reading comprehension had improved, as shown by a rise in average scores from 53.6 in the pre-test to 69.2 in the post-test. Still, some students found it hard to utilize the technique independently. In the second stage, cooperative learning and the Teaching at the Right Level (TaRL) approach were introduced to boost involvement and understanding. Students were grouped based on their skills and worked on explanation texts suited to their level. Consequently, the average score rose to 82.2. The results suggest that the chunking technique significantly enhances students' understanding of explanation texts, especially when paired with collaborative and differentiated teaching. It also encourages greater participation and self-assurance. This study concludes that chunking is an effective method for teaching reading, especially when adjusted to fit students' requirements and enhanced by organized group activities.

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INTRODUCTION

Reading plays a vital role in academic development and everyday functioning, particularly when individuals read, comprehend, and apply the information meaningfully (Abejuela et al., 2023). Comprehension is considered the heart of reading, involving constructing meaning from text. Modern literacy standards emphasize that learners should be able to regulate, monitor, and adapt their reading processes to become strategic readers who can select relevant information, reason logically, and apply critical thinking skills while reading (Alfallaj, 2017).

Reading comprehension is essential for acquiring knowledge across disciplines in English as a Foreign Language (EFL) contexts. However, it remains a significant challenge due to the linguistic and cultural distance between the learners' native language and English (Samhudi, 2022). For Indonesian learners, the structural differences between English and Bahasa Indonesia or local dialects such as Javanese add to the cognitive demands of reading (Kusumarasdyati, 2022). Among various types of texts, explanation texts are particularly complex because of their informative nature, structured sequencing, and abstract language features (Shintia, 2021). These texts require students to identify causes, effects, and logical processes, which can become a barrier for high school students.

Classroom observations indicate that second-grade senior high school students struggle to comprehend explanation texts. This task involves identification of main ideas, interpretation of supporting details, and understanding of the logical relationship of phenomena. As Jannah (2024) clarified, students are bombarded with large content and fail to extract central meanings, negatively impacting their understanding. One cause is the insufficient use of good reading strategies transferable to complex structures of text.

Researchers and educators have explored numerous pedagogical strategies intended to enhance reading comprehension and alleviate this difficulty. One of the notable methods among them is referred to as chunking, which involves the division of texts into manageable units of sense. Research indicates that chunking has the potential to make comprehension and retention easier by allowing readers to process smaller information units more effectively (Bor, 2012; Casteel, 1988). When used in reading instruction, this method allows students to concentrate on critical text segments, improving processing speed and understanding (Malamed, 2012).

Recent research highlights the effectiveness of the chunking approach. Abejuela et al. (2023) reported substantial gains in students' reading proficiency following the implementation of the chunking approach, whereas Samhudi (2022) also showed promising findings in English as a Foreign Language (EFL) settings.

Most earlier research, nevertheless, has primarily been concerned with overall reading proficiency or experimented with chunking in relation to various types of texts, including narratives or expository texts (Pham et al., 2021; Maharani, 2021; Kosaka, 2023). Little empirical evidence exists for the use of chunking in explanation texts, and there is limited research that employed Classroom Action Research (CAR) as a method for in-the-moment instructional improvement.

This highlights a clear research gap. While chunking is proven effective in general reading instruction, its specific application to explanation texts, especially at the senior high school level, remains underexplored. In terms of research status, this study aims to support and extend existing findings by applying chunking within the context of explanation texts, and to address limitations in previous research by implementing the strategy through CAR—a method that allows iterative, practical, and contextual teaching interventions.

The novelty of this study lies in its focused application of the chunking technique to explanation texts and its implementation through classroom-based research. Unlike prior experimental designs that occur outside the natural learning environment, this research takes place directly in the classroom, providing authentic insights into instructional effectiveness and learner response.

Therefore, this study aims to investigate the effectiveness of the chunking technique in improving second-grade senior high school students' reading comprehension of explanation texts. Through this research, effective, practical strategies are expected to be identified and applied to support students' ability to understand complex informational texts in English.

METHODS

This study employed a Classroom Action Research (CAR) design, which aimed to improve students' reading comprehension of explanation text through the implementation of the chunking technique. Classroom Action Research is a thoughtful investigation where specific steps are taken to enhance teaching methods in a professional manner and plays a crucial part in academic research as it defines the standard of research outcomes. Thus, Classroom Action Research is anticipated to assist educators in identifying the advantages and disadvantages during lessons, while also improving students' performance and success in learning new words (Garpersz and Uktolseja, 2020). This research employed the Action Research Model cycle proposed by Kemmis and McTaggart in 1988, as mentioned by Burns in 2010. According to this design, Classroom Action Research (CAR) takes place in four stages: (1) Planning, (2) Taking action, (3) Observing, and (4) Reflecting.

This action research was conducted to address students' difficulties in comprehending explanation texts, particularly their challenges with abstract language and complex text organization in the EFL classroom. In the planning stage, the researcher designed lesson plans, selected the chunking technique, and prepared teaching materials and assessments.

During the action phase, the researcher acted both as teacher—introducing explanation texts and modeling the chunking strategy—and as observer, recording classroom activities and student responses. Students' comprehension was evaluated through pre-tests and post-tests. In the reflection stage, the researcher analyzed test scores and classroom observations to identify areas for improvement and plan necessary adjustments for the next cycle.

This study was performed at a senior high school located in Jember. The researcher implemented the research at this institution while participating in a Teaching Practice Program that involved teaching English to one classroom, particularly the eleventh grade. For this research, the participants were eleventh-grade students, with a total of 25 students in one class. The researcher conducted this study with eleventh-grade students because I was assigned to teach that grade as part of the Teaching Practice Program, which began at the start of the second semester.

The tools for gathering data in this classroom study include observing students' learning and assessing their reading comprehension. Before the method was used in the classroom, the researchers observed the class to identify difficulties that the students had with reading comprehension. To back up this observation, the researchers looked at the summary report of the students' scores. After completing their observations and document review, the researchers introduced a method using the chunking technique to enhance the students' reading comprehension. Additionally, prior to using the chunking strategy, the students completed an initial test to determine their baseline level of comprehension in explanation texts. The results of this test to identify the class's learning needs and to inform the planning of instructional activities in the first cycle.

The chunking technique was then applied across two cycles, with four sessions in each cycle. At the end of every cycle, students took a follow-up comprehension test designed to evaluate their progress and to provide data for reflection. These results served as the basis for revising the teaching approach in subsequent cycles, ensuring that the intervention was responsive to the students' actual difficulties. In examining the information, the researchers utilized both numbers-based and descriptive data. The numbers-based data helped in evaluating the students' scores to calculate averages and track progress, whereas the descriptive data was used to explain what was happening during the teaching

process. This combination allowed the researcher to interpret not only the improvement in students' reading comprehension but also the classroom dynamics that accompanied the use of the chunking technique.

RESULTS AND DISCUSSION

Results

The researchers were given a month to carry out this study in an eleventh-grade class at a senior high school in Jember. Researchers looked at how well students understood what they read in explanation texts. To begin, the researchers spent two weeks observing the classroom in February 2025. Throughout this period, their observations indicated that the reading comprehension levels of the 11th graders at this senior high school were quite poor. They also analysed documents to assess the students' reading comprehension through a pre-test. This was done to back up their observations and ensure the findings were more precise.

1. Teaching Cycle 1
   a. Planning

      Following the identification of the issues in the field and the strategies for addressing them, the researchers created a set of plans to carry out in the initial phase. Noting the challenges, they were optimistic that this pilot project would increase students' knowledge of reading in a more improved manner.

      In the pursuit of the intended results, the researcher targeted carrying out different undertakings in a single cycle. They were: 1) Developing lessons by means of applying the chunking technique 2) Applying the chunking method in the direction of comprehending explanatory texts 3) Administering a reading comprehension test 4) Using instructional materials.

      All of these means that one cycle would involve four actions; the researcher could conduct them during a meeting. The researcher planned to carry out these actions every Monday and Tuesday according to the school schedule.

   b. Acting and Observation

      Following the agreed-upon plan, the researcher carried out five activities on three occasions. These took place on February 3rd, 4th, and 10th, 2025. The activities were performed every Monday from 12:25 to 1:15 p.m., every Tuesday from 8:20 to 9:45 a.m., and every Monday at 12:25 to 1:15 p.m.

      1) Creating a lesson using chunking technique

The researcher explained the material about explanation texts to the students using a PowerPoint presentation, which included the definition, general structure, social function, and language features. After that, the researcher provided an example of an explanation text about the phenomenon of floods and its causes. The researcher explained step by step to understand the main idea and the structure of the text using the chunking technique.

In analyzing a text explanation called *"What Causes Floods?"* The researcher used the chunking technique to find the main idea of each section. This strategy allowed students to divide the content into simpler pieces, which made it more straightforward to grasp and condense the general idea of the text. The initial action involved breaking the text down into paragraphs or logical parts, like Introduction, Explanation of Causes, Impact, and Prediction. Each of these parts was regarded as a separate chunk.

In the Introduction part, Researcher came across the statement: *"Floods happen when water spills over onto land that is normally dry."* This was a standalone sentence that effectively introduced the subject. The researcher recognized this as the central point of the paragraph — it describes what floods mean.

Next, in the section about Causes, the researcher discovered three crucial details: a lot of rain, melting snow, and problems with dams. The paragraph also brought up flooding in cities because of ineffective drainage systems. Then, combined these reasons into one section and rewrote the main idea as: *"Floods happen due to both natural and human-made reasons like heavy rain, melting snow, dam issues, and bad drainage systems."*

In the Effects paragraph, the main points included being dangerous, harming homes, roads, and systems, plus loss of lives and belongings. The researcher organized this information and created the main idea: *"Floods can lead to significant destruction to systems and cause the loss of lives and belongings."* Finally, in the part about Prediction and Uncertainty, the passage made two statements: weather forecasts can help us foresee floods, and certain floods can occur without any warning. This brings us to the main thought: *"Although some floods are predictable, severe ones can take place suddenly."*

The researcher also explained the advantages of using the chunking technique in understanding explanation texts. Through the process of

chunking, students can manage to pull out the main idea from every part of the text. This approach works particularly well for enhancing reading understanding, as it encourages learners to concentrate on key details and boosts their skills in summarizing factual writings efficiently. In general, chunking aids in recognizing the primary concept and also fosters better comprehension and memory of information in explanation texts.

2) Using the chunk technique to comprehend the explanatory text

The researcher described steps to comprehend the text through the chunking technique. Afterwards, the students were instructed to apply the chunking technique on a sample explanation text that was given to them. The students finished a task where they pointed out the main idea of every section in an explanation text. Next, they recognized the general structure by looking at the main points they discovered. In the end, the students noted the presence of simple present tense and passive voice sentences in the text. While working on the worksheet, the teacher encouraged and supported the students during the whole activity.

3) Setting up a reading comprehension test

After using the chunking technique during the learning process, the researcher created a reading comprehension test to evaluate students' reading comprehension in explanation texts. This test had 15 multiple-choice questions based on an explanation text that had not been covered in class before.

The questions were thoughtfully crafted to assess different reading comprehension, such as finding main points, recognizing general structure of the text, understanding specific information, and spotting language elements like the simple present tense and passive voice. Each question was linked with the learning objectives so that the assessment would truly measure what students had learned after the use of the chunking technique.

The test was a way of assessing the students' effectiveness in applying the chunking strategy on their own. It also ascertained if this strategy enhanced their ability in understanding fact-based texts and identifying key details in an explanation text.

4) Using instructional materials

In the process of learning, the researcher incorporated different instructional materials and computer-based aids to assist learners in comprehending explanatory texts. A presentation done with the aid of

PowerPoint with an LCD projector was employed in presenting the lesson in a condensed and interactive manner. The visual aid enhanced learners' ability to comprehend the structure, characteristics, and importance of the explanatory text.

Moreover, for trying out reading comprehension, the researcher chose Google Forms as the venue for the test due to the fact that all classrooms were Wi-Fi equipped, and it would be convenient for students to access and take the test using their personal devices. Furthermore, the utilization of electronic forms aligned with the vision of the institution in achieving Adiwiyata status (eco-friendly) through paper usage reduction.

The incorporation of technology not only aided the learning experience but also encouraged digital skills among students. By interacting with contemporary tools, students became more engaged and self-reliant in accomplishing their assignments. From the researcher's viewpoint, using suitable teaching materials—especially those enhanced by technology—can greatly enhance the teaching effectiveness and the environmental consciousness of students. This experience underscored the significance of aligning teaching approaches with the school's broader educational mission and the requirements of the students.

c. Reflection

The use of the chunking technique in teaching explanation texts during Cycle 1 showed good outcomes in improving students' reading comprehension. The activities took place over three sessions and included explanations from the teacher, guided practice, and a test. By using PowerPoint presentations and well-organized example texts, students learned about the characteristics, format, and language aspects of explanation texts.

The chunking technique assisted students in dividing complicated texts into smaller, easier parts, which helped them to comprehend and find the main points more effectively. This technique was particularly beneficial for emphasizing the overall format and recognizing important details. Students showed they could use chunking by identifying the main idea in every paragraph and spotting language elements like the simple present tense and passive voice.

To assess learning outcomes, a test focused on reading comprehension was given using Google Forms. The findings showed a significant boost in student scores: the average score before the test was 53.6, while the average

after the test increased to 69.2, showing a rise of 15.6 points. This improvement suggests that chunking techniques positively affected students' understanding of factual texts.

Moreover, interviews with students were held to collect their thoughts on the learning process. A lot of students found that chunking was useful for grasping explanation texts, but some pointed out struggles with finding main ideas on their own. Others stated that they felt more assured when sharing thoughts with classmates, highlighting a desire for additional group activities.

Even though there has been some overall improvement, several weaknesses were noted:

1) Limited interaction with peers: Most students worked alone, which restricted chances for talks and support from classmates.
2) Not enough practice time: Students need more chances to use the chunking method to fully grasp the strategy.

To tackle these problems, Cycle 2 will incorporate group learning into the teaching method. Students will be placed in groups to practice the chunking technique together, which will enable them to share thoughts, clear up confusion, and learn from each other. This interaction is anticipated to boost involvement, enhance understanding, and increase confidence for all students. Moreover, the researcher intends to offer more guided practice, clearer demonstrations of chunking techniques, and ongoing feedback throughout the learning process. These improvements are aimed at ensuring that all students gain more equally from the approach and grow more independent in using it.

In conclusion, while the chunking strategy has shown to be helpful, its impact can be improved through organized teamwork, more practice, and tailored support. These changes will be introduced in the upcoming cycle to optimize student growth and involvement.

Table 1. The outcome of reading comprehension test 1

Test Type	Average Score
Pre-Test	53.6
Post-Test 1	69.2
Improvement	+15.6

Table 1 shows the outcome of Reading Comprehension Test 1. The students' average score in the pre-test was 53.6, which increased to 69.2 in the post-test. This indicates an overall improvement of 15.6 points, suggesting that the learning intervention had a positive effect on students' reading comprehension performance.

Table 2. Overview of the Progress Report 1

No	Action	Improvement	Weaknesses
1	Teaching explanation text using chunking technique	Students could identify main ideas and understand the structure/features of the text.	Some students struggled to apply chunking independently; limited practice time.
2	Conducting reading comprehension test	Post-test score increased from 53.6 to 69.2; better comprehension and detail identification.	Difficulty in transferring chunking strategy to new texts.
3	Using digital media (PowerPoint, Google Forms)	Students more engaged; supported eco-friendly (Adiwiyata) mission.	Some students were unfamiliar with digital tools and needed guidance.
4	Interviewing students to gather feedback	Provided insights on student preferences and collaborative learning needs.	Time-consuming; only a limited number of students interviewed.
5	Planning next cycle with collaborative learning strategy	Will address feedback and increase peer interaction and participation.	Requires careful planning for group dynamics and equal participation.

Table 2 shows that chunking improved students' ability to identify main ideas and structures, raising scores from 53.6 to 69.2, though applying the strategy to new texts was difficult. Digital media boosted engagement but required guidance, while interviews gave insights but were time-consuming. The next cycle will use collaborative learning to enhance interaction, with attention to group dynamics.

2. Teaching Cycle 2
   a. Acting and Observing

      The activities for Cycle 2 took place in several sessions during the third and fourth weeks of February 2025. Building on what was learned and thought about in the last cycle, every session now focused on working together to promote students' active involvement and discussing ideas.

      1) Creating a lesson using chunking technique with collaborative learning

         The researcher revisited the explanation text material with the chunking technique through a new PowerPoint presentation and asked students about the challenges they faced while understanding explanation texts. This time, after explaining what the chunking method is, there were group discussions. In Cycle 2, the researcher included the Teaching at the Right Level (TaRL) strategy, where students were placed into groups based on their readiness levels. To find out each student's readiness, results from a reading comprehension test conducted in Cycle 1 were used. After analyzing

these results, students were split into eight groups to work on a portfolio task focused on explanation texts using the chunking technique.

2) Using the chunk technique collaboratively

Once the researcher explained the task, students began to work in their groups to break down new texts. Three groups were labeled higher achievers, two were middle achievers, and three were lower achievers. Every group was given the same explanation text called "Flash Floods," but the difficulty of the text was adjusted to fit the group's skill level. The higher-achiever groups received a more complex version of the text that had five paragraphs. The middle-achiever groups worked on a version with four paragraphs, while the lower-achiever groups had a simplified text with just three paragraphs. Each group identified the main points, the structure of the text, and specific language elements.

The process of dividing the students into groups according to their skill levels enabled engagement with the content at a comprehensible level by each group. By coupling collaborative learning with individualized instruction, students showed heightened engagement, were supported better, and developed greater confidence in applying reading strategies effectively. The collaborative learning strategy enabled students to clear up misunderstandings, exchange perspectives, and solidify their grasp. The instructor moved around the students to provide assistance and ensure that all members were contributing.

3) Developing a reading comprehension test

Following the implementation of the chunking technique through collaboration in Cycle 2, the researcher created another reading comprehension test to proceed with assessing students' competence in reading explanation texts. It was in the same format as in Cycle 1, i.e., it consisted of 15 multiple-choice questions. However, this time a different explanation text was administered which was not picked up in any of the class activities before for the sake of ensuring fairness and validity in assessing the understanding of the students.

The questions in the test were crafted to assess various reading comprehension aspects, including identifying the main idea of each section, understanding the overall structure of the explanatory text, recalling specific details, and recognizing linguistic features such as the use of the present simple tense and the passive voice. Each

question was linked to the learning objectives to ascertain whether the students had been successful in grasping the chunking approach and using it on their own.

Furthermore, this second understanding assessment allowed comparative analysis of student performance between the two cycles and informed the evaluation of the effectiveness of adding chunking alongside collaborative learning targeted to readiness levels. Outcomes showed a more distinct observation of the way differentiated instruction, alongside systematic reading strategies, can influence students' comprehension of informational text positively.

4) Utilizing teaching materials

To increase engagement, the researcher upgraded teaching materials by adding relevant visuals and improving the quality of worksheets. The digital assessment continued to be hosted on Google Forms to maintain consistency and support the school's environmentally friendly initiative. Based on feedback from student interviews, visuals were chosen more carefully to connect with the students' real-life experiences.

b. Reflection

The implementation of Cycle 2 brought notable improvements in student engagement and learning outcomes. Building on lessons from Cycle 1, the researcher introduced teamwork activities and the Teaching at the Right Level (TaRL) approach, which supported personalized instruction and created a more inclusive learning environment. Combining chunking with group activities enhanced peer interaction and deeper comprehension. Grouping students by skill level, based on Cycle 1 results, ensured that each group worked with texts suited to their abilities, preventing both overload and boredom.

To understand student experiences better, the teacher held casual interviews with students during and after their learning sessions. These interviews showed that students usually liked working in groups and valued having reading materials that suited their understanding. Many students said that breaking down the texts helped them to see the organization and key ideas more clearly. However, some students—particularly those in the lower-performing groups—still had difficulties recognizing language features and summarizing information, showing that they need more support in these areas.

The activities encouraged student-centered learning, where group discussions enabled students to share ideas, clarify confusion, and build knowledge collaboratively. The teacher shifted to a guiding role, offering support and feedback that strengthened students' confidence and independence. The use of updated visuals and more relevant worksheets boosted motivation, while continued use of Google Forms supported the school's eco-friendly goals and enhanced students' digital skills. Results from the Cycle 2 test showed a 13-point increase, from 69.2 to 82.2, demonstrating notable progress in comprehension. This improvement highlights the effectiveness of integrating the chunking technique with group learning and differentiated instruction.

Table 3. The outcome of reading comprehension test 2

Test Type	Average Score
Post-Test 1	69.2
Post-Test 2	82.2
Improvement	+13.0

Table 3 presents the outcome of Reading Comprehension Test 2. The students' average score increased from 69.2 in Post-Test 1 to 82.2 in Post-Test 2, showing an improvement of 13.0 points. This indicates that the continued learning interventions further enhanced students' reading comprehension skills and contributed to steady progress.

Table 4. overview of the progress report 2

No	Action	Improvement	Weaknesses
1	Grouping students based on readiness (TaRL approach)	Students engaged more actively when working with texts that matched their skill level; Helped reduce anxiety among low achievers.	Some students relied too much on group leaders.
2	Using chunking technique in collaborative tasks	Helped students better identify text structure and main ideas; Encouraged cooperative learning.	Some low-achieving students still struggled with identifying language features independently.
3	Conducting comprehension test using new explanation text	Students showed improved ability to work independently using chunking.; Clearer measure of comprehension skills after the intervention.	Some students had difficulty managing time during the test.
4	Using updated visuals and digital materials	Increased student engagement and motivation.	Technical issues occasionally interrupted access.
5	Conducting student interviews	Provided valuable feedback for reflection; Helped identify student needs and preferences for materials.	Interviews took extra time during lessons.

Table 4 summarizes the progress report of cycle two. Grouping students by readiness increased engagement and reduced anxiety, though some depended too much on group leaders. Collaborative chunking tasks improved understanding of text structure, but low achievers still struggled with language features. A new comprehension test showed greater independence, though time management was an issue. Updated visuals and digital tools boosted motivation but faced occasional technical problems. Student interviews provided valuable feedback but were time-consuming.

DISCUSSION

This research was focused on enhancing students' reading comprehension of explanation texts by using chunking and working together in groups. The two-cycle classroom action study showed a steady and notable rise in students' comprehension scores, highlighting the effectiveness of the implemented strategies.

In Cycle 1, the average scores for students improved from 53.6 in the pre-test to 69.2 in the post-test, reflecting an increase of 15.6 points. The chunking technique—breaking the text into smaller sections—allowed students to more easily recognize main ideas and grasp the overall layout of explanation texts. Chunking, as defined by Cowan (2001), a chunk should be understood in relation to the connections among ideas stored in long-term memory. Chunks can represent more than just a simple gathering of a few pieces from the input. Thus, chunks can represent more than just a simple gathering of a few pieces from the input.

Nevertheless, some difficulties arose. A lot of students found it hard to use the chunking method on their own, and teaching that focused mainly on the teacher limited chances for students to engage and discuss. It agreed with the idea from Amy Soller (2001) that Conventional classrooms that focus mainly on teachers do not equip learners with the social abilities necessary for successful teamwork, and only a small number of students participating in group assignments or experiencing collaborative work settings acquire these skills effectively. The strict timing and pacing also made it harder for students to fully understand the technique. These findings suggested that although chunking was beneficial, it alone was not enough to fully resolve students' comprehension issues.

In Cycle 2, a new approach was added that focused on teamwork and used the Teaching at the Right Level approach along with breaking information into smaller parts. According to Najah et al. (2024), the Teaching at the Right Level (TaRL) method significantly improved students' reading abilities by grouping them

based on their literacy levels. This approach allowed learners to engage with materials tailored to their competencies, helping struggling students progress with appropriate texts and challenging advanced learners with more complex materials. As a result, all students gained a clearer understanding of their reading skills and experienced a more effective learning process.

Students were organized by their skill levels, which helped provide tailored teaching and allowed them to support each other. The results were significant: the scores from the test after this cycle increased to 82.2, which was a rise of 13 points compared to Cycle 1. Working in groups fostered a more encouraging learning space, where students—particularly those who struggled—could receive assistance, share thoughts, and practice breaking down information more effectively. This finding aligns with Mahdahera and Ridwan (2023), who emphasized that the Cooperative Integrated Reading and Composition (CIRC) model enhances student engagement through peer support and differentiated tasks. The use of different reading materials ensured that tasks matched the students' skill levels, and adding visuals and online tools not only improved the learning experience but also made it more interactive and connected to students' everyday lives.

However, challenges still remained despite the overall progress. Students with low proficiency remained somewhat dependent on their group leaders. While group tasks motivated participation, certain students continued to struggle with identifying language features in the texts without clear guidance. These observations indicate that even in team settings, having explicit scaffolding is crucial for developing independence in reading techniques. Comparable challenges were noted by Hasjaya et al. (2022), who found that cooperative learning fosters inclusivity but still requires structured teacher guidance to support weaker students.

The comparison between the two cycles shows that Cycle 2 was much better at improving comprehension. Moving from a teaching-focused method to one that puts students at the center, along with using leveled reading materials and technology in lessons, led to increased student motivation, involvement, and a better grasp of the texts. This underscores the need to integrate strategy-based teaching with adaptive, inclusive instructional approaches.

The findings also have practical application. Specifically, the process of chunking information needs to be taught and practiced daily, particularly when working with non-fiction texts. This supports earlier findings by Kiran (2020), but also resonates with more recent work by Sefrina and Panuntun (2023), who demonstrated that chunking significantly improved EFL students' comprehension of expository texts by helping them read in manageable units. Breaking down

difficult information into smaller pieces makes it not only easier to concentrate but also easier to master for teachers and students. Used with regular practice, the approach enhances reading power.

However, this research has some drawbacks. The brief time frame of only one month and lack of a control group limit the generalizability of the findings. The number of participants was also quite limited, as it involved only one class, so the outcomes might not truly reflect larger groups of students. For upcoming studies, it is suggested to carry out long-term research to examine whether these methods affect students over time. Moreover, creating teaching materials based on chunking for various types of texts and trying them out in different learning environments may provide more valuable information. In addition, further investigation into fostering student autonomy in strategy use is also warranted.

CONCLUSION

This classroom action study showed that using the chunking technique is a useful way to improve students' reading comprehension, especially for explanation texts. Over two teaching cycles, there was a noticeable rise in students' reading scores—from an average of 53.6 in the first test to 82.2 in the second test after Cycle 2. The chunking approach assisted students in recognizing important ideas, text organization, and language features by dividing complex texts into simpler parts. Moreover, pairing chunking with group learning and the Teaching at the Right Level (TaRL) method created a more helpful and engaging learning environment, particularly for students who struggle more.

The incorporation of digital resources and visual aids also helped to boost student interest and understanding. While some issues persisted, like reliance on group leaders and challenges with individual analysis, the research indicates that chunking—when used regularly and in a student-centered setting—can greatly enhance comprehension abilities. Therefore, teachers are advised to clearly teach and consistently use chunking methods, especially for nonfiction materials, and to blend them with collaborative and tailored instructional approaches for the best results.

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