

# CHUNKING LANGUAGE FOR EFL CLASSROOM LEARNERS

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**Abstract:** In this article it is examined how Chunking Language is perceived by online EFL students, and analyzed how this strategy enriches students' vocabulary based on their ideas and experiences in online classes. The study used a qualitative research methodology through thematic analysis, where descriptive analysis was performed on the responses. Interview guide questions were used to explore participants' insights and ideas on how to use the strategy. The findings showed that most EFL students fully understand the importance of vocabulary, but it was very difficult to use them in sentences. In addition, participants adopted Chunking Language as a life strategy in the module, which is important in language learning and an important approach in vocabulary literacy. As a strategy, it helps students learn new vocabulary and use it in appropriate contexts. Research shows that the spoken language module should be enriched taking into account grammar and usage in teaching vocabulary and used for more EFL learners.

**Keywords:** Chunking, Chunking Language, vocabulary acquisition, EFL learners, instructional module, chunks strategy, vocabulary literacy, grammar, grammar rules, teaching vocabulary acquisition.

## INTRODUCTION

"A little can be conveyed without grammar, and nothing can be conveyed without vocabulary." Nowadays, a person learning a foreign language thinks that vocabulary is basic and important, but difficult. Al-Qahtani noted that words have a special role in learning another language. Different words and their definitions are given in dictionaries and classroom settings [1, p. 25]. Many studies have

shown that a vocabulary lesson is very difficult because some teachers are unsure of what strategy to use when teaching words. Having multiple words in a global scenario can be a strong foundation for learning [12, p. 170]. Great emphasis is placed on teaching vocabulary to foreign students as this is the basis for understanding and communicating their thoughts and ideas. It is clear that there are many foreigners in the Philippines who visit, work and study English. With the popularity of Filipino teachers teaching English as a second language, it is a testament to the ability of Filipino teachers to teach this language to foreign students. Angco noted that the Philippine education system and programs are focused on a good command of a second language in terms of its linguistic components [2, p. 26].

Conversely, as the main focus of ESL teaching has shifted from a linguistic approach to a communicative approach, it is difficult for students to speak the target language. English teachers teach international students important aspects such as vocabulary, grammar, syntax, semantics, and much more to apply them in their listening, reading, writing, and speaking skills in effective language. Learning English with the help of technology will be convenient for foreign students. They don't have to attend classes or group classes here in the Philippines. This is really convenient for them as they can be at home while learning the language through an online application like Skype which can be accessed anytime, anywhere. The researcher has been teaching English to foreign students online for nearly four years, and students have had difficulty expressing their opinions due to their vocabulary in English in group lessons. It has been observed that foreign students have a tendency to repeat words so that they can remember it and turn words into synonymous words. In this case, the researcher wants to use chunking language in online lessons to focus more on the minds and attitudes of EFL students. This study explores the experiences of EFL students using the Chunking Language Module in online classes. It also looks at EFL students' understanding of chunking language and ideas in English language learning.

## **MATERIALS AND METHODS**

The various publications and studies presented are crucial to simply using the concept of Chunking Language as a strategy to teach the EFL student to learn and use vocabulary.

An article by Moeller, Ketsman, and Masmaliyeva emphasizes that vocabulary is important for learning and teaching a second language. It serves as a transition path in the study of different types of oral and written speech [12, p. 171]. Krashen and Terrell argued that in order for a person to share an idea, he must use words and turn them into sentences to convey his ideas. Having multiple words can be a solid foundation for learning. There may be difficulties in learning appropriate vocabulary in an EFL audience setting [11, p. 47]. EFL students find it difficult to master the necessary words. While reading is a perfect way to accumulate vocabulary, it is a major hurdle for them [12, p. 171]. Yang, noted that in the context of word learning, the goal of the L2 learner is mainly to acquire lexical knowledge through a given task [16, p. 101]. Davies and Pearse noted that words are important in sentence construction. When realizing that a lack of vocabulary information leads them to not communicate effectively with a second language, English, this can lead to negative emotions for EFL students [5, p. 86]. Cameron (2001) explained in detail that the study of vocabulary is of great importance and that vocabulary is important in language learning, comprehension and communication. Students realized that speech is important for successful communication and understanding [4, p. 36]. Schmitt (2000) showed that vocabulary in language teaching is the most important subject that a learner should master. Vocabulary learning from the first hand serves as the basis for good communicative competence. He found that the purpose of other linguistic knowledge was entirely useless without studying vocabulary [14, p. 55].

Hu and Padilla (2013) noted that one of the known approaches to teaching is Chunking. This strategy involves breaking down smaller data units into parts [15, p. 97]. Gobet, (2001) argued that the Chunking process depends on a person's

consciousness, learning, and actions when given a task. It has to do with environmental motives and is about being the center of attention for a person to achieve a certain goal [8, p.p. 236-243]. Friederich, Bahlman, Friedrich, and Makuuchi (2011) Chunking is an approach that quickly and accurately incorporates the various forms studied. The approach regulates the topic hierarchically. Once organized, the strategy simply shortens the long sequence. The groups formed are then classified by topic to achieve a unified idea [7, p.p. 87-104]. Gobet, Lloyd-Kelly, and Lane (2016) noted that Chunking is also known as divorce. This is a way in which the words in a phrase are divided according to the functions of the noun, verb, etc., without classifying their specific role in the sentence structure [9, p. 102]. Ellis (2001) provided detailed information that the introduced dictionary would probably be useful in the constant learning of new words [6, p. 33]. Jones (2012) found it useful to chew on what he learned. There may be limitations to this, but it is useful and effective in some ways. For example, pronouncing a word can be difficult, but if it is practiced and tuned, it can be realistic to produce the correct pronunciation of a word [10, p. 8]. Arnon and Christiansen (2014) have argued in the same context that “large parts play a role in language acquisition” [3, p. 62]. These lessons are designed for overtime, which is used in a variety of tasks, such as writing sentences and pronouncing words and Padilla (2013) have shown that it can help maintain a strong connection between objects or pieces, which is useful in the sense that there is a connection of difficult words that the reader will simply remember and the application of prior knowledge activates maximum storage [15, p. 402].

This is part of the literature and research collected; they are related to the chunking approach. These are considered to be related because they provide explanations about the importance of learning a dictionary when it is necessary to learn a second language.

Quality design was used in the study. In this qualitative approach, the researcher is practical in exploring participants’ concepts and ideas, using

chunking language strategies in mastering and using spoken words, and how chunking contributes to the knowledge of written English in the online EFL used by research students.

## **RESULT AND DISCUSSION**

Thematic analysis was used as a means of determining students' understanding and knowledge after collecting their responses. This research was conducted online using Skype to connect with students and conduct classes with them. There were four 4 EFL students in the study, three of whom were Japanese and one Iranian, because the school to which the researcher belonged allowed him to have four students. During the online lessons, the researcher created his own module. The module, which is a research tool in this study, consists of ten lessons on a variety of topics and has been validated by language experts and curriculum developers. A questionnaire was also used to gather the data needed for the study. The interview took place after the students had completed a series of classes on the Chunking Language Module.

The research went through some processes to ensure that ethical issues are addressed. To address ethical issues, the researcher forced participants to obtain a notified consent form via email to establish the confidentiality and confidentiality and reliability of the information. The researcher provided students with relevant information, including the benefits and risks of participating in the study. Because their participation was voluntary, they were judged to be able to withdraw their participation at any time during the study. It also provided more information that consent does not pose a particular risk and that their participation can be of great help in contributing to a better understanding of the language being studied. The researcher made sure that the privacy of the participants and the confidentiality of the information shared were protected. The names and other personal information of the participants will not be kept confidential. All information relating to the personal aspects of each informant is handled with great care and confidentiality. In terms of reliability, the researcher maintained objectivity during the interview

with the participants and kept the records in a safe place. The researcher also asked participants to review the researcher's written notes after the interview to see and confirm.

During the interview, EFL students expressed their views on the use of chunking language and module in English lessons. Below are topics based on EFL students' responses and insights; Verbal quotations from the participants' interviews were also provided.

The main goal of learning English was for foreign students to communicate with other nationalities and their English speaking skills would be of great benefit to them for various purposes such as travel, social interaction and communicative competence. Work motivation and sustainability also seem to be one of the important reasons for respondents to learn English. It was very important to improve their English communication skills based on their different aspirations and motivations. Naved (2015) said that when communicating in moderate English, you can travel around the world. Now English is accepted as an international language and it will be easier for foreigners or travelers to ask for help. Speaking English can also be a key to business opportunities. The following words support the idea [13, p. 48].

## **CONCLUSION**

The study concluded that Chunking Language is a very important strategy for EFL students because it is a very important approach in language learning and vocabulary literacy. He also fulfilled the motivations of the participants to learn English through online lessons. Chunking Language really helps students create new vocabularies and use them in appropriate contexts. Referring to these findings, it shows that EFL students responded positively to chunking language and viewed it as a meaningful learning strategy for learning English in relation to the topics created in the research.

Based on the findings and findings of the study, EFL students are encouraged to review the vocabulary they have learned, increase their use in teaching grammar

and vocabulary, and use the EFL as a strategy for more online learners. It is recommended to enrich the language modules to create a program opportunity.

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