**IMPROVING STUDENTS’ READING COMPREHENSION**

**THROUGH CLICK AND CLUNK STRATEGY**

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***Abstract***

*This research aims at finding out whether or not the use of Click and Clunk Strategy can improve the reading comprehension of the students. The method of this research is quasi-experimental design. The sample is taken by using purposive sampling technique. The experimental group was taught by using click and clunk strategy while the control group was not. The result of the pre-test shows that the mean score of pre-test of experimental group is 50.57 and the control group is 51.82. The mean score of post-test obtained by experimental group is 71.25 while the control group gained 64.89. Thus, it can be concluded that there is a significant difference between students’who are taught click and clunk strategy and those who are not. T-test indicates that the score of t-counted is higher than t-table (2.4>2.02) which means that the Alternative Hypothesis (Ha) is accepted. The result of the research is the use of click and clunk strategy can improve the students’ reading comprehension in literal level of reading comprehension.*

*Keywords: improving, reading, comprehension, click, clunk*

**INTRODUCTION**

Language is one of important needs of human being and it is also a means of communication used by human being to establish social relation. By using language, people are able to convey their messages and express their idea in oral or written language so that they can communicate with each other. English is a language of globalization that is used in almost all of countries in the world as a means of international communication.

In English, there are four skills that should be mastered. They are listening, speaking, reading, and writing. Besides these four language skills, there are also language components such as grammar, pronunciation, and vocabulary. Both language skills and components have a close relationship.

Reading is one of the main focuses in English subject at junior high school. As stated in the School-Based Curriculum (KTSP) “Mata pelajaran Bahasa Inggris bertujuan mengembangkan kemampuan berkomunikasi dalam bahasa tersebut, dalam bentuk lisan dan tulis. Kemampuan berkomunikasi meliputi mendengarkan (listening), berbicara (speaking), membaca (reading), dan menulis (writing).” It means that reading is a skill that should be mastered by the students. According to Alyoursef (2006: 64), “Reading can be seen as an interactive process between a reader and a text which leads to automaticity or (reading fluency).” The reader will use their knowledge, skills, and strategies to get and understand the meaning of the text that involves recognition of letters, words, sentences and paragraph. it can be concluded that reading is as a skill that involves the processes which engage the readers to communicate with the texts so that they can construct meaning and grasp the information from the text.

The result of interview conducted at SMP Negeri 14 Palu indicated that students faced reading especially narrative text. There are several reasons why difficulties occur. These monotonous activity the students only read the text silently and answered questions related to the text afterwards. Another problem was vocabulary. Students have very limited possession of vocabulary that hampered their comprehension. Students were passive during teaching and learning process. In addition, most of them reluctant to ask the teacher when they had difficulty. They tend to be silent and just give a little response. As a result, students were not interested in reading and got low score in reading.

After indentifying root the causes of the problems, researcher proposed a strategy that suitable for teaching reading in order to create effective teaching-learning process. The strategy its self should be adjusted with the condition of the class and the ability of the students. The researcher proposes Click and Clunk Strategy that can benefit students in improving their comprehension. Click and Clunk is one of the strategies designed to monitor students reading comprehension and to identify when they have problems in understanding a particular text. It is expected that students’ problem in comprehending a text especially narrative text can be overcome by applying fix up strategy through click and clunk strategy.

**CLICK AND CLUNK STRATEGY**

In teaching reading there are many strategies that can be used to solve the reading problem, one of them is Click and Clunk Strategy. Klingner, Vaughn, Boardman (2007: 143) state, “Click and clunk is a self-monitoring during reading by identify difficult words and concepts in the passage and using fix-up strategies when the text does not make sense.”Furthermore, Bremer *et. al* (2002: 4) state, “Click and clunk is a strategy that is learnt by the students to observe their comprehension when they are reading and seeing the sentence before.”

Click and clunk is designed to teach students to pay attention to when they understand or failing to understand what they are reading or what is being read to them. The teacher asks. “Is everything clicking? Who has clunks about the section we just read?” students know that they will be asked this question and are alert to identify clunks during reading. After students identify clunks, they use “fix-up” strategies to figure out the clunks. According to Klingner *et. al* (2007:145) there are four steps for implementation of fix-up strategies as follows:

1. Reread the sentence without the word. Think about what would make sense.
2. Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
3. Look for a prefix or suffix in the word.
4. Break the word apart and look for smaller words you know.

In sum, the purpose of Click and Clunk Strategy is to facilitate the students to improve their reading comprehension in understand more the material in their reading assignments.

Students clicking and clunking while reading each section of the passage. The goal of click and clunk is to each student to monitor their reading comprehension and to identify when they have breakdowns in understanding. Click refers to portions of the text that make sense to the reader. When a student comes to a word, concept or idea that does not make sense, it is clunk. For example, when the students do not know the meaning of a word, it is a clunk.

There are some steps how the teacher uses Click and Clunk Strategy in teaching reading for experimental group according to Sadler (2001:4):

1. Students create two column and label “click and clunk”
2. Students read the passage, list what they really understand (click) and what they do not understand (clunk)
3. As a group, discuss the “clunk” and try to clarify the information.
4. This can be done through direct teacher instruction or by allowing students who understand the issue to explain in the class.
5. After covering the material, discuss the “click and clunk” list again to see if all the clunk items can be move to click.
6. Any terms remaining in the clunk column should be explained further.

Furthermore, the students were asked to make two columns. Each column has label, one column for click and the other one for clunk. Next the students were asked to read the text and list what they really understood in click column, for the text that they did not understand they should list in the clunk column. Last for making them understand more and comprehend the text, they tried to discuss the clunk list, to find out the meaning with their group.

**METHOD**

 The design of the research used quasi-experimental design, namely the non-equivalent control group design. The design of the research is proposed by Cohen, Manion, and Morrison (2005: 214), “Quasi-experimental as ‘compromise design’, an apt description when applied to much educational research where the random selection or random assignment of schools and classrooms is quite impracticable.” The researcher took for two groups. They were an experimental group and control group. Both of the control and experimental group were given pre-test and post-test. The researcher just applied Click and Clunk Strategy on experimental group.

 The research is a quasi-experimental research, so the writer needs to take two classes that will be an experimental and control as the class sample from seven classes of population. To determine the two classes, the writer used purposive sampling. In this research, the researcher took VIII A1 and VIII A2 as the sample, because according to the English teacher in that school, these classes were appropriate to become the object of this research and the other consideration is both of these classes were having the same level in English. Students in class VIII A1 consists of 22 students taught by using Click and Clunk Strategy as the experimental group, while students in class VIII A2 consists of 22 students taught without using Click and Clunk Strategy and considered as the control group.

 Referring to the title of the research, the independent variable is Click and Clunk Strategy, and the dependent variable is the reading comprehension of the eighth grade students. The instrument of collecting the data are pre-test and post-test. The pre-test was given to both experimental and control group. Before doing the post-test, the experimental group would be given the treatment. the treatment was conducted in six meeting. In this treatment, the students was taught about narrative text by using click and clunk strategy. firstly, the researcher explain what narrative text is, the generic structure of narrative text, and example of narrative text. Next, the researcher asked the students understanding in narrative text. After that, the researcher applied click and clunk strategy. The researcher gave the clunk card and recording sheet that has two columns namely click and clunk. Click for the words that the readers understand the meaning and clunk for the words that they do not understand.

Furthermore, the researcher read every single sentence of the text entitled Pinocchio and asked the students to record the clicks and clunks in the recording sheet. Some students really confused even did not know the meaning of the content of narrative text itself. In this case, the researcher gave instruction to the students to use clunk card as follows:

1. Reread the sentence without the word. Think about what would make sense.
2. Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
3. Look for a prefix or suffix in the word.
4. Break the word apart and look for smaller words you know

Using clunk card very useful for them, such us they used clunk card (4) for getting the meaning of clunk by look for smaller word they know. Here, some of them can identify the meaning of clunk because they already know the context.

After they recorded the clunk and find out the clunk meaning, they can share their clunk meaning with their friends. After that, the researcher and the students discussed the students’ clunks so that it can be moved to clicks. After it completely done, they were asked to answer some questions to measure their reading comprehension.

For the third until the last meeting, the students showed the improvement, particulary in grammar, vocabulary and their reading comprehension in literal level. In grammar, they understood how to use past tense and the form of past tense. Then, they got many new vocabularies because during the treatment by using click and clunk strategy, the students shared their clunks meaning to their friends. So, the students that have poor vocabulary can increase their vocabulary mastery. Last, students reading comprehension can improve especially in literal level of reading comprehension because of click and clunk strategy.

Click and clunk strategy help the students to get the information from the passage by knowing the meaning of the words in the passage. The students easily to determine the main idea, the characters, and another information of the passage because they understand what the passage tells about. After giving the treatment, the post-test would be given to measured the students improvement in reading comprehension by using click and clunk strategy.

In collecting the obtained data were analyzed statistically with the following steps; firstly, to find out the ability of the students in comprehending the text, firstly the researcher computed the score by applying the formula proposed by Arikunto (2006: 240). Secondly, the researcher computed the individual score, she computed the mean score. In analyzing the data, the researcher used statistical analysis. The researcher used the formula proposed by Hatch & Farhady (1982:55). Thirdly, getting the mean of pre-test and post-test, the writer calculated the square of deviation. This research used a formula proposed by Hatch & Farhady (1982:59).Last, the researcher analyzed the data in order to find out the significant difference or testing hypothesis by using t-counted formula proposed by Gay (1996: 486).

**FINDINGS**

In this reasearch, the test used in collecting the data in the form of pre-test and post-test. The pre-test was administered before the treatment to find out the students’ prior knowledge in reading comprehension. The post-test was administered after she applied the treatment.

The result of each test was compared to measure whether or not the use of Click and Clunk Strategy can improve the students’ reading comprehension of the eighth grade students of SMP Negeri 14 Palu. Before giving treatment, the researcher administered pre-test to measure the prior knowledge of the eighth garde students of SMP Negeri 14 Palu in reading comprehension. The researcher conducted pre-test on August 9th, 2016.

The post-test was administered after conducting the treatment in both experimental and control groups. It was aimed to measure the students’ reading comprehension of experimental group that was taught by using Click and Clunk Strategy and the students in control group that was not taught by using Click and Clunk Strategy. The post-test administered to both experimental and control groups. The post-test was conducted on August 30th, 2016.

From the calculation of the pre-test of experimental group that consists of 22 students, it found that the mean score of pre-test scores for this group is 50.57. the minimum score is 35 and the maximum score 77.5. in the other case, it is found that the median score of the pre-test for this group is 47.5, which can be interpreted that 50% ofthe students’s scores are below 47.5 and 50% students’ score are above 47.5.

The results of the calculation of the scores of the post-test, it can be found that the mean score of post-test of the students in the experimental group is 71.25. the difference between the pre-test score and post-test scores indicates temporarily that there is a significant improvement in the students’ achievement in reading comprehension. In addition, the meadian score is 70 which suggests that 50% of the students’ scores are below 70 and 50% are above 70. It is also found that the minimum score is 55 and the maximum score is 90.

Table 1 Pre-test and Post-test Scores of Students in Experimental Group

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Initials** | **Pre-Test** | **Post-Test** |
| **Weighted Scores** |
| 1 | BH | 45 | 67.5 |
| 2 | D  | 42.5 | 75 |
| 3 | DT | 40 | 55 |
| 4 | FM | 55 | 60 |
| 5 | IKS | 45 | 67.5 |
| 6 | IN  | 47.5 | 72.5 |
| 7 | KCS | 42.5 | 75 |
| 8 | MN | 37.5 | 60 |
| 9 | N | 45 | 57.5 |
| 10 | NA | 52.5 | 70 |
| 11 | NGAPS | 45 | 70 |
| 12 | NN | 45 | 55 |
| 13 | NS | 77.5 | 90 |
| 14 | NS | 57.5 | 65 |
| 15 | NS | 47.5 | 70 |
| 16 | NW | 50 | 67.5 |
| 17 | PBT | 72.5 | 87.5 |
| 18 | SA | 70 | 90 |
| 19 | SNH | 35 | 72.5 |
| 20 | SR | 47.5 | 87.5 |
| 21 | SS | 55 | 75 |
| 22 | UH | 57.5 | 77.5 |
| **TOTAL** | **1112.5** | **1567.5** |
| **AVERAGE** | **48.37** | **68.15** |

Furthermore, the result of pre-test and post-test of control group is presented in the following table:

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Table 2 Pre-Test and Post-Test Scores of Students in Control Group

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Initials** | **Pre-Test** | **Post-Test** |
| **Weighted Scores** |
| 1 | A | 50 | 70 |
| 2 | AMP | 35 | 50 |
| 3 | ASW | 47.5 | 57.5 |
| 4 | AZMA | 55 | 85 |
| 5 | DAP | 55 | 52.5 |
| 6 | DNM | 72.5 | 85 |
| 7 | EJH | 45 | 55 |
| 8 | F | 57.5 | 55 |
| 9 | F | 55 | 80 |
| 10 | I  | 52.5 | 55 |
| 11 | MNI | 52.5 | 60 |
| 12 | MPD | 47.5 | 57.5 |
| 13 | NA | 57.5 | 75 |
| 14 | NA | 55 | 57.5 |
| 15 | NAZ | 62.5 | 67.5 |
| 16 | PNF | 30 | 62.5 |
| 17 | S | 50 | 60 |
| 18 | SF | 37.5 | 72.5 |
| 19 | SK | 50 | 55 |
| 20 | SSN | 52.5 | 80 |
| 21 | TPI | 40 | 57.5 |
| 22 | WA | 72.5 | 77.5 |
| **TOTAL** | **1140** | **1427.5** |
| **AVERAGE** | **51.82** | **64.89** |

 The result of pre-test of the control group is calculated which comes up with the mean scores of 51.82. the minimum score is 30 and the maximum score is 72.5. in the other case, it is found that the median score of the pre-test for this group is 52.5, which can be interpreted that 50% ofthe students’s scores are below 52.5 and 50% students’ score are above 52.5.

In other case, the calculation of the students’ scores in post-test of the control group result the mean score of 64.89. in addition, the median score is 60 which may be interpreted as 50% of the students’ scores are below 60 and 50% of the students’ score are above 60. Morever, the minimum score is 50 and the maximum score is 85.

Furthermore, it can be seen that the mean score of pre-test of experimental group is 50.57 and the control group is 51.82. If the mean score of both the experimental and control groups are compared, it can be seen the difference is 1.25 points. The mean score of post-test of experimental group is 71.25 and the control group is 64.89. If the mean score of both the experimental and control groups are compared, it can be seen the difference is 6.36 points. In other words, the treatment given is effective to improve the students’ reading comprehension.

After getting the mean score of pre-test and post-test, the data showed the deviation and square deviation in pre-test and post-test of experimental group and control group. The data found the mean deviation score both groups, the mean deviation of the control group is 13.41, and the experimental group is 20.68.

The last calculation was testing the hypothesis. This was the crucial calculation to answer the problem formulation of this research that whether there is significant different between students’ reading achivement in experimental group which were given Click and Clunk Strategy and students’ reading achievement in control group which were not. The researcher restated the criterion of testing hypothesis that if t-counted is higher than t-table the hypothesis is accepted, yet if t-counted is lower than t-table the hypothesis is rejected.

After analyzing the data of the test by using t-test formula, the degree of freedom (df) Nx + Ny -2 = 42, the researcher asserted that the research hypothesis is accepted because the t-counted (2.4) is higher than the critical t-table (2.01). it can be concluded that the use of Click and Clunk Strategy can improve the s tudents reading comprehension of the eighth grade students.

**DISCUSSION**

The objective of this research is to find out whether or not the use of click and clunk strategy influence the reading comprehension of the eighth grade students of SMP Negeri 14 Palu. The result of the study indicates that the students’ reading comprehension in literal level can be improved by using click and clunk strategy. furthermore, the study explained the students’ improvement before having treatment, getting treatment, and after having treatment.

 First, the pre-test was given to both experimental and control group before the treatment to measure the prior knowledge of the students in reading comprehension in literal level. The type of test is multiple choices test that consists of 40 items in form of a, b,c and d. In this test, the students were asked about narrative text such as the main idea of the test, and WH question about the story given.

The result of the pre-test, only one student of experimental group that passed the test. It can be interpreted that 4.5% of the students that pass the test and 95.5% of the students that fail in the test. The mean score of pre-test of experimental group is 50.57. while, there is no students (0%) of the control group pass the test. The mean score of pre-test of control group is 51.82. by looking of both scores of experimental and control group, it can be concluded that both of group had similar ability in reading narrative text.

 Based on the result of pre-test, the students had some problems in reading narrative text and to comprehend the text. First, the students had lack of vocabularies. Most of them only know the word (verb) in infinitive. So, they difficult to get information if the word (verb) in past especially irregular verbs, also they did not know the form of past tense. Second, reading narrative text is considered as a boring activity for the them because they feel difficult to comprehend the text and to conclude the idea of the text by themselves.

 After conducted the pre-test for both groups, the treatment were conducted in experimental group in six meeting. The experimental group was taught by using click and clunk strategy, while the control group were taught conventional technique as their teacher did. The material for those groups were provided related to the curriculum in that school. That is school base curriculum 2006 about narrative text.

In experimental group, the first meeting, they were taught what is narrative text, the purpose of narrative text and generic structure of narrative text. For the next meeting, they were taught reading narrative text in several topics by using click and clunk strategy. Klingner, *et. al* (2007: 143) state, “Click and clunk is a self-monitoring during reading by identify difficult words and concepts in the passage and using fix-up strategies when the text does not make sense.

In applying this treatment, the teacher explained what is click and clunk strategy and how to apply click and clunk strategy during reading. After that, the teacher paired the students and get the passage about narrative text. Then, the teacher asked the students to pay attention to the passage while the teacher read aloud every single sentence of the passage. In this case, every single sentence that have read by the teacher, the students were asked “do you have clunks?”. If they have clunks, they should wrote in the coloum clunk in the paper. After the teacher read the passage, the students have to discuss with their pair about clunks. They may use fix up strategies. In this case, most of the students use fix up strategy (4) that look for the smaller words they know. They identify the meaning of the clunks by looking for the context of the sentence. It is really help them to find out the meaning of the clunks. After that, they discussed the clunk meaning to another students. The teacher can help them if necessary.

Furthermore, the result of the post-test, there are eight students of experimental group that passed the test. It can be interpreted that 36,36% of the students that pass the test and 63.63% of the students that fail in the test. The mean score of post-test of experimental group is 71.25. While in the control group, there are six students or 27.27% pass the test and 72.72% of the students that fail in the test. The mean score of post-test of control group is 64.89. By looking for the mean score of both groups, it can be concluded that there is significant difference between the students were taught click and clunk strategy and who were not.

 Click and Clunk Strategy can help the students during reading process because this strategy helps the students recognize the information that the students do not understand, and assist the getting the information they need. Then, Click and Clunk Strategy makes the students more motivated in learning easier to grasp the lesson. It can be concluded that in this study, Click and Clunk Strategy is found to helpful and effective to improve the students’ reading comprehension on narrative text.

**CONCLUSION AND SUGGESTION**

Based on the result of the data analysis, the researcher draws a major conclusion that there is a significant improvement of students’ reading comprehension after being taught through Click and Clunk Strategy especially in literal level of reading comprehension. It is supported by the mean score of post-test of experimental group (71.25) is higher than control group (64.9). The research hypothesis presents that t-counted (2.53) is higher than t-table (2.01). thus, Alternative Hypothesis (Ha) is accepted.

Furthermore, the researcher also draws the following conclusion that Click and Clunk Strategy gave influence in improving students’ reading comprehension. It was showed by students’ reading achievement after given the treatment using click and clunk strategy were higher than the students’ reading achievement before they were given the treatment. Thus, it can be concluded that Click and Clunk strategy can improve the students’ reading comprehension of the eighth grade students of SMP Negeri 14 Palu.

Based on the conclussion above, it can be delivered some suggestion. First, for the teacher, suggested that they must prepare the lesson material well, they use interesting media and apply more variation of strategy in teaching. Teacher should be able to create learning process more interesting, enjoyble, and educative. They can also use Click and Clunk Strategy as an alternative strategy in teaching reading comprehension.

Thus, Click and Clunk Strategy impact effectively in improving students’ reading comprehension. Second, for the students need to realize that learning has two way process, not only teacher-center but also student-center. It means that they have significant roles in achiving their success in study. The last suggestion for other researcher, they can use Click and Clunk Strategy to improve students’ reading comprehension of the eighth grade students of SMP Negeri 14 Palu.

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