

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Multiple Correlation Of Reading Skill And Grammar Mastery Toward Speaking Achievement For First Year Students Of Senior High School

Profil Pertanyaan Mahasiswa Pada Materi Hakikat Profesi Kependidikan

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A Study On The Implementation Of Project Based Learning In Teaching Writing To English Education Department Students Of STKIP PGRI Blitar Academic Year 2018/2019

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Analisa Dampak Metode Peta Konsep Pada Prestasi Dan Minat Belajar Siswa Dalam Pembelajaran Akuntansi

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Pengembangan Modul Pembelajaran Berbasis Masalah Untuk Membantu Meningkatkan Berfikir Kreatif Mahasiswa

Improving Students' Writing Through Bilingual Cooperative Integrated Reading And Composition (BCIRC)

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The Influence Of Post Task Activities On Undergraduates Students At STKIP PGRI Tulungagung

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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CLICK AND CLUNK STRATEGY IN READING COMPREHENSION OF DESCRIPTIVE TEXT

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Abstrak: Masalah pembelajaran materi membaca di SMP bermacam-macam. Para siswa sering menghadapi kesulitan didalam memahami teks bacaan karena ada banyak tipe teks dan masing-masing memiliki bahasa, isi, dan kosakata yang bervariasi.. Siswa sering menghadapi kesulitan saat menterjemahkan teks karena kurangnya pengetahuan kosakata. Permasalahan lain adalah metode pembelajaran kurang menarik. Click and clunk adalah metode membaca yang dapat digunakan dalam mengajar materi membaca. Peneliti mengadakan penelitian untuk meneliti keefektifan click and clunk pada pembelajaran membaca teks deskriptif di SMP. Hasil menunjukkan bahwa ada perbedaan antara penggunaan click and clunk dan metode lain dalam pembelajaran membaca untuk tingkat SMP. Click and clunk memberikan hasil yang lebih baik untuk pembelajaran teks deskriptif di tingkat SMP.

Kata Kunci : *Click and Clunk, pembelajaran membaca, siswa SMP*

Abstract: The problems of reading material learning in junior high school are various. The students often encountered difficulty in comprehending text, there are various types of text and they have different language features, contents, and vocabulary varieties. The students often got difficulties on translating text because of less vocabulary knowledge. The other problem is that the method of teaching is not interesting Click and clunk is a reading method that can be used for teaching reading. The researcher conducted experimental research that observed the effectiveness of click and clunk in teaching reading descriptive text for junior high school level. The result shows that there is significant difference between click and clunk method and KWL method for teaching reading in junior high school level. Click and clunk gives better improvement for teaching reading descriptive text in junior high school level.

Key Words: *Click and clunk, teaching reading, junior high school students*

INTRODUCTION

In modern era, people begin to learn English. Since, English is an international language which has learnt by the people in the world. By learning English, people can communicate and learn various cultures in parts of the world.

English covers four language skills, namely listening, speaking, reading, and writing. Students who learn English are expected to get knowledge and skills through the process of learning. Among the four skills, reading is regarded as central of learning process. By reading, students are able to get more information that is not delivered by teacher in the classroom.

In this research, the researcher chooses SMP Mamba'us Solihin as the object of research. SMP Mamba'us Solihin is one of the Junior High Schools in Blitar. As is other schools, the students here receive English as one subject. However, the students are occasionally encounter difficulties in learning English, especially in reading activity. They often find the difficult is vocabulary which they do not understand the meaning. It is because the teachers give less support to the students in reading process. The teachers only give them a text to be learnt and understood but they do not help them to comprehend it. This cause the students get a reading disability. Wawryck-Epp, et.al. (2004) state that "individual with a reading disability

demonstrates difficulties in reading skills that are unexpected in relation to age, cognitive ability, quantity and quality of instruction, and intervention". It results in big problems because the students feel bored and they do not have the interest in reading activity.

The fact above problems stimulates the researcher to choose a method which can make the students focus in reading activity more. One of the suitable methods to make the students focus in reading is Click and Clunk. By using Click and Clunk strategy, the students can comprehend the reading text more. Klinger and Vaughn (1998:33) state "the goal of Click and Clunk is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding." Then according to Komachali & Khodareza (2012) in Sitompul (2013) Click and Clunk strategy can help the students to monitor their reading and it can add their new vocabulary.

THEORETICAL REFERENCES

Reading

According to Mikulecky (2008) reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience.

Abryct (2011:9) stated Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al, 1985).

Reading Comprehension

Woolley (2011) suggests that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge; and fluency. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the students want to use, then they give them opportunities to practice those

skills through workbooks or work sheets and finally assess whether or not they use the skill successfully. Klingner (2007: 2).

Types of Reading

According to Brown in Wulandari (2014:14) there are four types of reading that are usually applied in reading class. They are skimming, scanning, intensive reading and extensive reading.

a. Skimming

Skimming is an action for taking main point or from something. To skim is to read through a text quickly to find main idea of the text. Here are the types of exercises:

- 1) Finding out the gist of the text
- 2) What is the text about
- 3) Giving a suitable title
- 4) Distinguishing the main idea of each paragraph from supporting details or finding out paragraph which certain main idea is stated.

Brown (2002: 308) stated that skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. He also said that skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic or message and possibly

some of the developing or supporting ideas.

b. Scanning

Scanning is reading technique to get information without reading the others. Scanning is to read through a text quickly to find specific information from the text, the types of exercise are:

- 1) Fill in the blank
- 2) Yes/ no question
- 3) WH – Question

c. Intensive reading

The purpose of this kind of reading is to get more detailed meaning in the text. Intensive reading activity involves the activities of:

- 1) Making summaries; students make sentence or summary of each paragraph
- 2) Finding out detailed information (implicit or explicit)
- 3) Finding out finer points

d. Extensive reading

To do this kind of reading is not remember the text but to remember the general information and ideas as well as for pleasure. In other words, we read without understanding all the meaning of unfamiliar words, for instance, reading short story, magazine, novel, etc.

Teaching Reading

The teaching of reading as a foreign language (EFL reading) in Indonesia can be generally included in the teaching of reading comprehension. This is because it aims to improve the skills of

learners, who have been able to read in their first language and in EFL in understanding the meaning of written text (Cahyono & Utami, 2011).

Brown (2000) states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Furthermore, he says that teaching is guiding and facilitating learning, enabling the leaning to learn, setting condition for learning. Whereas, reading is the grasping of language patterns from written symbols representation.

Click and Clunk Strategy

According to Bremer, et. al in Kristanto (2015: 11) click and clunk strategy is a strategy that is used by students in order to find the difficult words. The teacher uses click and clunk to practice the new vocabulary of their students and it can be accepted by the students. An effective way to help students to monitor their comprehension by giving them the vocabulary in order to discuss what should be happened while they are reading. Using the words, Clicks and Clunks, serves that purpose. Clicks and clunks are two aspects of metacognition, or monitoring one's reading performance.

According to Charlotte in Sari (2014:3) Click and Clunk strategy is an excellent means to assess what information the students have

learned and what information needs to be covered deeper. This strategy helps students recognize the information that they do not understand, and assists them in getting the information they need. Click and clunk is a useful way to motivate students to become involved in monitoring for meaning (Pearson, p.393.).

The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding (Klingner & Sharon, 1998).

According to Klingner (2001) the purposes of Click and Clunk are to teach students the metacognitive, or self-learning, skills to monitor their own comprehension; and a method of figuring out the meanings of challenging words or concepts.

The advantage of Click and Clunk is that can it help students to understand the text that they read. According to Charlotte in Sari (2014:4) the advantages of Click and Clunk strategy are to help the students recognize the information they do not understand, and to assist them in getting the information they need. This strategy motivates students as they attempt to increase the information they understand. In this case Click and Clunk strategy can help students to improve information they need as well as to improve their understanding of the information of the text.

Definition of Descriptive Text

Paul Limone in Kurniawan (2007:14) describe that descriptive text is a text which describes person, places, object, and feelings. Good writers make the reader feel as well as what he is describing.

According to Siahaan & Shinoda (2008:88) descriptive text has a social function namely to describe a particular person, place, or thing.

The purpose of descriptive text is to describe a particular person or thing or place specially. On the other hands, descriptive text tells description and identification of something, someplace or someone. It persuades the reader to imagine what is being described in the text.

RESEARCH METHOD

The researcher applied quasi experimental research design with non-randomized pre-test pos-test control design to observe the effectiveness of click and clunk in teaching reading descriptive text. It involved 60 students of MTs Mamba'us Solihin 2 divided into experimental group and control group. Experimental group was taught by click and clunk method and the control group was taught by KWL reading method. The researcher conducted pre-test, treatment, and post-test to get data. The data were analyzed using ANCOVA in IBM SPSS.20.

Procedure of the Research

The procedure of the research can be described as follows: a) deciding population and sample, b) preparing the research instrument, c) doing try out of the research instrument, d) doing pretest, e) teaching using Click and Clunk for experimental group, f) doing posttest g) comparing mean of experiment group and mean of control group, and h) making the suitable technique of analyzing the data and statistical operation to know if the different results of both groups are significant or not. It will give information whether the hypothesis is received or refused.

Variable of the Research

According to Ary (2010), variable is a construct or a characteristic that can take on different values or scores. There are seven kinds of variables such as dependent, independent, intervene, moderator, confounding, control and concomitant variable. But, only two variables observed in this research, those are independent variable and dependent variable. The independent variables are Click and Clunk Strategy and KWL Method, while the dependent variable is the students' achievement on reading test at the end of the treatment using those two teaching methods.

Treatment

The quasi-experimental research is going to know the effect of different treatment in teaching control and experimental group. These two groups are taught using

different method. The experimental group is taught using Click and Clunk Strategy while the control group is taught using KWL method.

Population and Sample

a. Population

Population can be defined as a group of object (animal, people, area and thing) observed by researcher to produce information about the case in the research. In this study, researcher chooses VII grade of junior high school as the population.

b. Sample

Sample is part of population that can be observed to generalize population. To determine the sample in this study the researcher used probability sampling technique. Cohen et, al. (2005: 99) explains "A probability sample will have less risk of bias than a non-probability sample, whereas, by contrast, a non-probability sample, being unrepresentative of the whole population, may demonstrate skewness or bias". This sampling is chosen because the experimental research tries to get valid and reliable result. One of the probability sample techniques chosen was stratified sampling so that the sample can be similar. The sample was 60 samples (30 samples of experimental class and 30 control classes).

Data Collector

Data collector of this study is the researcher herself. The researcher will give the test about descriptive text. Then, collecting the test which

has been done by them and collected all the data needed.

Instructional Material

The two selected groups were given the same materials. The materials used in this experimental study are taken from: English in Focus for Grade VII SMP/MTS. Because the materials were available, fitted the topic, and suitable with the curriculum.

Time Allocation

The duration in this experiment is 2 x 40 minutes in each meeting. Each group needs 3 meetings to finish the lessons.

Research Instruments

Research instruments in this study are intended to collect data. In quantitative research, all instruments must have two requirements. They must be valid and reliable. In conducting this experimental research, the instruments used in this research are pre-test, two lesson plans based on different methods and post-test instrument.

a. Validity

Bachman (1995:25) states “in examining validity, we must also be concerned with the appropriateness and usefulness of the test score for a given purpose”. From the Bachman’s theory, validity can be concluded as the ability of instrument to measure some aspects needed by research so that the data can be properly correct. American Psychological Association in

Bachman (1995:25) states “Reliability is a quality of test scores, and a perfectly reliable score, or measure, would be one which is free from errors of measurement”. Reliability is a consistence of measurement of test. It refers to how test can accurately give real result in research.

The research instruments of this study are syllabus, reading pre-test, lesson plans, and reading post-test.

1. Syllabus

The syllabus in this research is made by orienting on the rule of the institution as a foundation to make a lesson plan.

2. Reading Test

According to Ary (2010), a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. A test can be determined as a good test if it has validity and reliability. The test of this research is multiple choices and it consists of 25 questions on three texts. The researcher will give the test to experimental and control group. Reading test in this study is to measure reading ability before treatment and after treatment. This test is for pre-test and post test. The test relate with the descriptive text. The tests can be seen in the appendix.

The validity of the reading test was measured using factorial analysis. Factorial analysis for

reading test is searching validity based on factors text 1, text 2, and text 3. This validity analysis used KMO and Bartlett's test. The test is valid when probability (P) of Bartlett's test is lower than 0.050.

b. Reliability

The reliability of reading test is measure by test-retest technique. The researcher will apply test twice and then correlate both of test results. The formulation of this reliability is Pearson correlation formula. It will apply using SPSS.20 for windows. The test is reliable when significance (P) of correlation is lower than 0.050.

3. Lesson Plans

The researcher will make a lesson plan by using Click and Clunk strategy to teach reading. The lesson plan of Click and Clunk strategy contains of six indicators discussing the material of descriptive text. The indicators include: identifying the descriptive text based on the purpose and generic structure, understanding the information of the descriptive text and understanding the difficult vocabularies from the descriptive text. The researcher will use the Click and Clunk strategy to teach the students and she explains the steps of teaching clearly on teaching learning activity sheet.

DISCUSSION

Analysis of Linearity

The first step before the researcher will analyze covariance is

analyzing linearity. Pallant (2000) states that if you find a curvilinear relationship you many want to reconsider the use of this covariate. Based on the scatter plots for each group on the graphic above, it shows the linear (straight-line) relationship for each groups and not curvilinear relationship that is why, it can be said that assumption of the linearity is not violated.

Checking Homogeneity Regression Slopes

The assumption of ANCOVA after linearity is homogeneity regression slopes. It concerns correlation of covariate and dependent variable. It applied test between the subject and effect table in SPSS. The assumption of homogeneity regression slopes is that probability must be greater than 0.050. It accordance with the above data taken from Group*Pretest, it shows the value of 0.084. It is greater than 0.050. It signifies that the homogeneity of the group is not violated because 0.084 is more than 0.050 as the minimum limit of homogeneity assumption.

Equality of Variance Analysis

In the output of SPSS ANCOVA shows Levene's test equality of error variance, the researcher used Levene's test. It is to check the equality of variance. The assumption of equality is the probability of F must be greater than

0.050 to indicate that the variance is equal. The result of the analysis indicate that the null hypothesis saying that both methods (Click and Clunk and KWL method groups) F shows the value of 3.527 with df1 1 and df2 58. The probability is 0.065. It means that variance is equal because probability is greater than 0.050.

ANCOVA

ANCOVA (analysis of covariance) is to observe whether all covariance can influence dependent variable significantly. ANCOVA applies general linear model in SPSS to find out how much effect of all covariance can affect reading post-test in the level of confidence 95% that is to check whether there is significant correlation between pretest toward post test and to check whether click and clunk method and KWL reading have significant difference toward post-test.

The result of dependent variable (Y2) is post-test score while independent variables are pretest (Y1) and treatment (X). The value of pre-test (Y1) shows 53.078. Pre-test probability (P) is 0.000. It means that pre-test has significant influence for post-test score. Partial eta squared for pre-test is 0.482, it means that 48.2% of post-test score is influenced by pre-test score. X (treatment) shows value 32.661 with probability (P) of 0.000. It means that treatment has significant influence for post-test because the

probability is lower than 0.050. Partial eta square for treatment shows 0.364. It means that 36.4 % of post-test is explained by treatment. From the significance of treatment, it can be inferred that there is significant difference between click and clunk method and KWL for teaching reading in junior high school level.

Checking the Effectiveness of Method

In observing the effective method in teaching reading, the researcher observed estimated marginal mean table. It shows the means for experimental class and control class after the effect of covariate is statistically removed. The result analysis there are two treatments which resulting two means. Those are the mean of experimental class which uses click and clunk as the method for teaching reading and control class which uses KWL reading as the method in teaching reading. Level Treatment 1 (click and clunk) shows the mean of 30 students is 78.656 while treatment 2 (KWL reading method) shows the mean of 71.144. The means for both of the class are different. The mean of class using click and clunk is greater than class using KWL reading method. It means that in the level of confidence 95%, click and clunk gives better improvement for teaching reading in junior high school level.

CONCLUSION AND SUGGESTION

Conclusions

The study is aimed at examining the effectiveness of Click and Clunk strategy in teaching reading for Junior High School Students in comparison to KWL method. The finding shows that statistically the students taught by using Click and Clunk strategy had a better achievement than those taught using KWL method. Practically, there were positive attitudes from the implementation of Click and Clunk. First, Click and Clunk helped students to develop their vocabulary in appropriate way. Second, the students can guess the difficult word and the easiest word by themselves.

Based on the research problem represented by question "Is there any significant difference between the students' achievement on descriptive text taught by Click and Clunk strategy and KWL method?" and research finding, the researcher conclude that Click and Clunk gives better improvement for reading score of junior high school students. Click and Clunk gives better improvement in teaching reading for junior high school students than the other method. It is proved by probability of treatment in ANCOVA that shows the value of 0.000 in the level of confidence 95%. Based on the data, the Click and Clunk strategy is more effective than KWL method, mostly used by teacher. It can be seen on the

Estimated Marginal Means, the alternative hypothesis saying that the students who are taught using Click and Clunk achieve better reading achievement than those who are taught using KWL is accepted, because the mean score Click and Clunk (78.656) is higher than KWL (71.144). Overall, it is recommended to use Click and Clunk as a strategy to teach reading comprehension to Junior High School.

Suggestions

From the conclusions above the research gives some suggestions for teachers, students and the next researcher. It can be seen that the teaching and learning reading using Click and Clunk is very effective because it can help the students to understand easier without wasting any time and it helps the students to improve their vocabulary through some texts. Because of the effectiveness of Click and Clunk strategy, the researcher suggests as follow:

1. For the Teachers

- a. The teacher should give students more motivation in reading and doing their tasks. The teacher could increase the students' ability using Click and Clunk Strategy that can make the students did not feel bored and more active during the learning process.
- b. The teacher should make the environment of the class comfortable and enjoyable

during teaching learning process.

- c. The teacher should be more careful in choosing the method which is suitable with the character of the students in class.
- d. The teacher should give more attention and understanding to the students' difference ability, background and attitude.

2. For the Students

- a. The students should focus and concentrate to the teacher's explanation in teaching learning activity.
- b. The students should be active such as asking the English teacher if they don't understand about the words in reading text in learning process.
- c. The students should keep their attitude to the teacher's in their class, because there are many students sleep or make a joke with other friends.

3. For Further Researcher

- a. The researcher suggests the further researcher to add other variables which related to the Reading English achievement.
- b. The researcher expects that this research can be continued by English teachers, students and everyone who is interested in developing teaching English.

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