# USING CLICK AND CLUNK STRATEGY TO IMPROVE READING COMPREHENSION

*Mohamad Fadiel[1] , Mukrim[2], Andi Patmasari[3], Anjar Kusuma Dewi[4]

[1,2,3,4]English Education Study Program, Faculty of Teacher Training and Education

Tadulako University, Palu

*mhfadiel@gmail.com

## ABSTRACT

The objective of this research is to find out whether the click and clunk strategy can improve reading comprehension of the eighth-grade students of SMP Negeri 14 Palu. This research used a quantitative method and a quasi-experimental design. The population of this research was eighth-grade students of SMP Negeri 14 Palu with consisting of 128 students. The researchers used random sampling and adapted two groups: VIII Imam Bonjol and VIII Slamet Riyadi (experimental and control). The instrument of this research was a test, which was divided into two tests (pre-test and post-test). The result of this research showed that there were significant differences of students' reading comprehension after being taught through KWL where the data analysis show that value of t-counted (1.908) is higher that the value of t-table (1.683) by applying a significance level of 0.05 with a degree of freedom (df) = 42. It means that the hypothesis is accepted. In other words, it means that the use of click and clunk strategy can improve students' reading comprehension of the eighth grade students of SMP Negeri 14 Palu.

*Keywords*: *Improve, Reading Comprehension, Click and Clunk.*

## INTRODUCTION

Reading plays a vital role in learning process. It is one of the fundamental aspects in learning process. It is also one of the language skills that should be mastered by the students besides listening, speaking, and writing. Through reading, students are able to increase their knowledge, ideas, and feelings. Therefore, in order to understand a text, student need to improve their reading comprehension.

Understanding the content of a text is the purpose of reading. When the students do not understand the content of a text, it means they have poor comprehension. To comprehend content materials, the students must translate what they have read, draw connections between what they have read and what they already know, and think carefully about what they have read. Students who can understand what they have read, it means that they have already understood the ideas of the written text. It indicates that they have already understood the purpose of reading.

Regarding the Curriculum 2013, the objective of teaching and learning is to develop the communicative competence of the students in using English. The students are expected to complete the curriculum standards. In order to understand the written text, students must be able to obtain information about the text, identify the key idea implicitly to explicitly, obtain detailed knowledge about the text, and summarize what they have learn. The result of preliminary research of the eighth grade students at SMP Negeri 14 Palu in reading comprehension is that the researcher found there are several problems in reading teaching process. First, the general problems faced by the students that they are not understand the text correctly. It hampers them when try to comprehend the text. Thus, they have a trouble in obtaining information of the text. Second, the students are passive during the teaching and learning process, most of them reluctant to ask the teacher when they have difficulties. They tend to be silent and just give a little response. Third, the teacher has a monotonous teaching technique during teaching the students. The teacher asked the student to read the text and answer the questions in the book. The students are not taught how to comprehend a text correctly and the teacher can not measure whether the students have comprehend the text or not, as the result the students get low score in reading and they are not interest in reading.

After identifying the causes of the problem, the researcher conducts a strategy that appropriate for teaching reading in order to create teaching-learning process effectively. In addition this strategy should be adjust with the condition of class and the ability of the student. The researcher proposes Click and Clunk strategy to improve the student's difficulties in comprehending an English text. According to Klingner et al., (2007) Click and Clunk strategy is used to monitor comprehension during reading by identifying difficult words and concepts in the passage. It designs to observe students understanding in reading and to analyze students when they have problems. Thus, this strategy is expected to solve students problems in comprehend a written text. Therefore, the research question of this research is, "Can the use of Click and Clunk strategy improve students reading comprehension of grade eight at SMP 14 Palu.

## METHODS

In this research, the researcher applied a quasi-experimental design which use two groups. They are experimental group and control group. Both of the experimental and control group were given pre-test and post-test. The researcher just apply Click and Clunk Strategy on experimental group. The researcher used a design of the research as proposed by Sugiyono (2019):

| | | | |
|---|---|---|---|
| Experimental group | O1 | X | O2 |
| Control group | O3 | | O4 |

The population is the whole of research objects, in which Sugiyono (2019) explains population is a generalization area made up of things or persons with specific attributes and characteristics that the researcher chooses to analyze and then make conclusions from. The population of this research is eighth grade students of SMP Negeri 14 Palu. The populations consist of 4 classes; VIII Pattimura, VIII Imam Bonjol, VIII Sudirman, and VIII Slamet Riyadi. The total number of students of those classes are 128.

Based on the research design of this study, the researchers choose two classes as the research sample by applying cluster random sampling. To determine the experimental and control group, the researcher used a lottery. The researcher provided four small pieces of paper where the name of each class is written on each paper but only two classes are selected as experimental group and control group. After doing the lottery, the first paper that come out is VIII Imam Bonjol and it becomes the experimental group in this study. Next, the second paper that come out was VIII Slamet Riyadi and it becomes the control group in this study. In this research, there are two categories of variable. The variables categorize into independent variable and dependent variable. Independent variable is variable that changes as a result of the treatment, and dependent variable is a variable that changes as a result of the treatment of the independent variable. Thus, the independent variable of this research is the use of Click and Clunk Strategy in the teaching-learning process, and the dependent variable is students' reading comprehension.

To collect data for this research, the researchers used a test as an instrument. The research instrument is a test developed by the researchers. This test consists of a pre-test and a post-test. At the first meeting, students were given a pre-test to measure their reading comprehension before gave treatment, while at the last meeting, a post-test were given to measure students' reading comprehension after giving a treatment. The instrument is the way that was used by the researchers to get the data. The kind of instrument that use by the researchers is testing.

A pre-test were given to the experimental group and control group at the first meeting. The researchers make some test for pre-test. In each test consists of 5 questions of multiple choices, 5

questions of essay and 5 questions of true or false. The researchers began the research by giving test to the students before treatment. The students had to finish it 40 minutes and work individually.

After getting the treatment, the students was given a post-test. The post-test was used to measure the improvement of students reading comprehension after receiving the treatment. This test is used to see the result of the students after they were give treatment. Experimental class and control class were received post-test. The researchers will compare the students scores on the pretest and posttest.

After giving a pretest, the researchers conducted the treatment to the class for eight times meeting including pretest and posttest. The process of giving treatment is to make sure that Click and Clunk strategy gives effect the students reading comprehension. It hopes to be able to improve the students comprehension in reading text.

In conducting hypothesis test, the researchers compare the p-value on the output to the chooses alpha level. If p-value is lower than the chooses alpha level ($p < 0.05$), it means that the null hypothesis ($H_0$) of this research is rejected or the using of Click and Clunk strategy significantly improve the students' reading comprehension. While, If p-value is higher than the chosen alpha level ($p > 0.05$), it means that the null hypothesis ($H_0$) of this research is accepted or the using of Click and Clunk strategy does not significantly improve the students' reading comprehension.

## RESULT AND DISCUSSION

### RESULT

The researchers conducted the pre-test in different days. According to the school's schedule, the control group was the first got the test in January 24th 2024, then the experimental group in January 25th 2024. Than, the researchers conducted the post-test in different days. According to the school's schedule, the control group was the first got the test in February 22th 2024, then the experimental group in February 26th 2024. The post-test was given to the students after the treatment to measure whether or not Click and Clunk can develop students' reading comprehension. The researchers expected that Click and Clunk strategy can develop their reading comprehension.

The researchers first calculated the individual score by using formula in the chapter III. After computing the raw score to the standard score in the experimental and the control group, the researchers continued to compare the mean of both group. In this case, the mean score was assessed to know the different between experimental and control group. The researchers found the mean score of experimental was 55.95 while the mean score of control group was 62.93. It could be concluded that the mean score of control group was higher than experimental group. Than, the researchers did the treatment to improve students' reading comprehension used Click and Clunk Strategy to the experimental group. From the treatment, the experimental group had significantly improved. It could see the mean score from experimental group was 78.69 while the mean score of control group was 76.32

**Table 1- Deviation and Square Deviation of Experimental Group**

| Deviation No | Initials | Score | | (d = X2-X1) | Squaare Deviation (d²) |
|---|---|---|---|---|---|
| | | Pre-Test (XI) | Post-Test (X2) | | |
| 1 | A | 42.5 | 62.5 | 20 | 400 |
| 2 | AA | 60 | 95 | 35 | 1225 |
| 3 | AL | 45 | 82.5 | 37.5 | 1406.25 |
| 4 | AM | 72.5 | 77.5 | 5 | 25 |
| 5 | AML | 65 | 90 | 25 | 625 |
| 6 | AN | 72.5 | 95 | 22.5 | 506.25 |
| 7 | AR | 42.5 | 67.5 | 25 | 625 |
| 8 | AT | 42.5 | 92.5 | 50 | 2500 |
| 9 | ATD | 72.5 | 95 | 22.5 | 506.25 |
| 10 | FD | 45 | 87.5 | 42.5 | 1806.25 |
| 11 | HK | 70 | 95 | 25 | 625 |
| 12 | MZF | 55 | 77.5 | 22.5 | 506.25 |
| 13 | NA | 62.5 | 45 | -17.5 | 306.25 |
| 14 | R | 30 | 37.5 | 7.5 | 56.25 |
| 15 | RPA | 52.5 | 82.5 | 30 | 900 |
| 16 | RW | 72.5 | 77.5 | 5 | 25 |
| 17 | SAA | 52.5 | 77.5 | 25 | 625 |
| 18 | VE | 82.5 | 92.5 | 10 | 100 |
| 19 | VEA | 32.5 | 77.5 | 45 | 2025 |
| 20 | Z | 45 | 87.5 | 42.5 | 1806.25 |
| 21 | ZL | 60 | 57.5 | -2.5 | 6.25 |
| **TOTAL** | | | | **477.5** | **16606** |

**Table 2- Deviation and Square Deviation of Control Group**

| No | Initials | Score | | Deviation (d = X2-X1) | Square Deviation (d²) |
|---|---|---|---|---|---|
| | | Pre-Test (XI) | Post-Test (X2) | | |
| 1 | A | 52.5 67.5 15 | 225 2 AA | 77.5 62.5 -15 | 225 3 AK |
| | | 52.5 82.5 30 | 900 4 AAP 55 | 75 20 | 400 5 AAR 87.5 |
| | | 90 2.5 | 6.25 | | |
| 6 AAZ 57.5 50 -7.5 56.25 7 AH 65 92.5 27.5 756.25 | | | | | |
| 8 | ANA | 62.5 | 97.5 | 35 | 1225 |
| 9 | AZB | 70 | 92.5 | 22.5 | 506.25 |
| 10 | DPNP | 82.5 | 82.5 | 0 | 0 |
| 11 | F | 55 | 47.5 | -7.5 | 56.25 |
| 12 | FAS | 60 77.5 17.5 | 306.25 13 | FRH 62.5 67.5 | 5 25 |
| 14 | MAF | 57.5 90 32.5 | 1056.25 15 | MF 60 87.5 | 27.5 756.25 |
| 16 | MFAF | 62.5 70 7.5 | 56.25 17 | MS 62.5 70 | 7.5 56.25 18 |
| | NA | 62.5 87.5 25 | 625 19 NH | 72.5 92.5 20 | 400 20 OW |
| | | 57.5 67.5 10 | 100 21 R 50 | 30 -20 | 400 |

| 22 | RA | 60 | 82.5 | 22.5 | 506.25 |
| 23 | ZA | 62.5 | 92.5 | 30 | 900 |
| **TOTAL** | | | | **307.5** | **9544** |

After knowing the deviation and square deviation of the two groups, the researchers then calculated the mean deviation of each group using the formula. Than the researchers found the total of the score was 22.73 After getting the mean deviation and square deviation of experimental group and control group, the researcher then calculated the number of squared deviations using the formula purposed by Arikunto (2013). Than the researchers found the total score was 5.749

By looking at the results above, it can be presented that the squared deviation score of the experimental group is 5.749 and the squared deviation score of the control group is 5.433. Next, the researchers applied the t-count formula to show how effective the treatment is. The researchers uses a formula purposed by Arikunto (2013). After analyzing the data of the test, the results of the data analysis show that the t-count is 1.908. Then, by using the 0.05 level of significance with the degree of freedom (df = 42), the researchers find that the t-count (1.908) is higher than the t-table (1.683). This shows that the hypothesis in this study is successful or accepted. In short, the strategy used in this study the use of Click and Clunk strategy can improve students' Reading Comprehension of SMP Negeri 14 Palu.

## DISCUSSION

After presenting the findings, the researcher will further discuss the findings after implementing the Click and Clunk strategy. Therefore reading comprehension can be more improved and make students more active in the classroom if the teacher has a strategy to help students in learning English lessons. Because by using this strategy, students can understand the passage and answer the question correctly.

Based on the research method in the previous chapter, teaching and learning process is divided into three steps; the first step is the researcher-administered pre-test on January, 24th 2024 in experimental group and 25th 2024 in control group. The result showed that in experimental group there is only 1 student got the standard score more than 75 and in control group there are only 3 students got the standard score more than 75. The second is given treatment to the students by teaching reading comprehension using click and clunk strategy. The material about descriptive text. At the first meeting, the researcher got difficulties in managing the students due to some factors, such as students not interested to the material and low attention. The researcher had to explain specific information about the topic and the strategy so that the students not confused and began to

show their interest. After the students got treatment, they were more enthusiastic to learn reading comprehension. The last step was giving post-test to the students on February 22th 2024 in experimental group and February 26th 2024 after the got treatment. The result showed that in experimental group there are 16 students got the standard score more that 75 and in control group there are 14 students got the standard score more than 75. By comparing the result of pre-test and post-test, the researcher concludes that click and clunk strategy is effective teaching technique.  The implementation of the click and clunk strategy helped students enjoy the reading class. The students were able to determine the main idea, identify specific information, organize the information correctly, and draw conclusions. They were able to comprehending the text and understanding the generic structure of the text. The most important thing si their reading comprehension especially inferential comprehension of descriptive text improve significantly based on the t-counted. It means that the click and clunk strategy is effective to teach reading comprehension on the eightth grade students. This result is consistent with the Resmi's study (2022) which proved that click and clunk strategy is effective in enhancing students reading comprehension. This because click and clunk strategy teaches the students to monitor their understanding during reading and could answer the test correctly. In line with the statement Babbs (1984), "click and clunk strategy (to monitor comprehension during reading by identifying difficult words and concepts in the passage and using fix-up strategies when the text does not make sense)". In other words, the students can comprehend the text clearly because they can analyzed the word they do not understand and use fix-up strategies to understand it.

 In addition, the students' motivation has also increased. The researcher observed these improvements during the learning process. In each meeting, students looked confident to read the text in order to find the unfamiliar word and do fix-up strategies to solve that problem. A positive classroom environment is one in which students feel comfortable sharing their thoughts, taking risks, and asking questions in their learning process. Thus, students become more productive and active participants in the learning process.

 Based on results above, there was an improvement on students' reading comprehension. This technique made the students confident, enjoy, and fun to comprehend the text. This technique is suitable and effective in teaching reading descriptive text. Finally, the researcher can conclude that

the click and clunk strategy can improve reading comprehension of the eighth-grade students of SMPN 14 Palu.

## CONCLUSION

After discussing and analyzing the data, the researchers conclude that the Click and Clunk strategy can improve students reading comprehension of eighth grade students at SMP Negeri 14 Palu. The result of the research proves that the mean score of the students pre-test is 55.95 and post-test is 78.69. Therefore, the t-counted value (1.908) is higher than the t-table value (1.683). It was proved that the hypothesis is accepted, which means there is improvement in the students' reading comprehension after being given the treatment. It means that the use of Click and Clunk strategy can improve students' reading comprehension. After that, the researcher compares the two values and concluded that t-counted valued was higher than the t-table. Thus, the alternative hypothesis (H1) can be accepted.

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