

The Effect of Click Clunk Strategy on Students' Reading Comprehension Ability

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Abstrak

Pengaruh Penggunaan Click Clunk Strategi dalam Kemampuan Pemahaman Membaca Siswa SMAN 1 Mapattunggul . Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan penggunaan strategi click clunk terhadap kemampuan pemahaman membaca siswa. Jenis penelitian yang digunakan adalah penelitian eksperimen. Peneliti menggunakan penelitian pre- eksperimen dengan menggunakan model satu kelompok pre-test dan post-test. Populasi dari penelitian ini adalah siswa kelas 11 SMAN 1 Mapattunggul . Terdapat kelompok eksperimen yaitu kelas 11 IPS (20 siswa) yang di perlakukan sebagai kelas experiment yang di ajar menggunakan click clunk strategi. Peneliti menggunakan purposive sampling untuk menentukan sample penelitian ini. Sedangkan untuk menguji hipotesis peneliti menggunakan uji t dan mengkonsultasikan hasilnya dengan tabel derajat (α) = 0,05. Dari hasil penelitian dan perhitungan tes awal dan akhir dari kelas experiment terdapat hasil uji t-bitung (15,39) lebih besar dari t-tabel (2,024) dengan derajat kebebasan adalah (df) = 20 dengan α = 0,05. Jadi, hipotesis alternative (H_a) diterima bahwa ada pengaruh yang significant dengan menggunakan click clunk strategi..

Kata Kunci: Click Clunk Strategi, Kemampuan Membaca Siswa

Abstract

The Effect of Click Clunk Strategy On Students' Reading Comprehension Ability at the 11 Grade of SMAN 1 Mapattunggul . This research is aimed at determining whether there was a significant effect of using click clunk strategy on students' reading comprehension ability. The researcher used one-group pre-test and post-test pre-experimental research. The population of this research was the 11th grade students of SMAN 1 Mapattunggul. The experimental group was treated by using click clunk strategy while the control group was treated by using traditional strategy. Researcher used purposive sampling to determine the sample of this research. To analyze the data the researcher used the t test. From the results and calculation the pretest and post-test score of the experimental class, the t-obtained (15.39) was higher than the t-table (2.024) with degrees of freedom (df) = 20 (0.05). The result of the study indicated that, the alternative hypothesis (H_a) was accepted, there was a significant effect using the click clunk strategy. Therefore, click and clunk strategy was able to help improve students' reading comprehension

Keywords: Click Clunk Strategy, Students' Reading Ability.

1. Introduction

Reading is a process to acquire information from a writing form. In order to be able to get the information in the written form, a reader, need to comprehend the text, not just by reading it out loud it is called a process because it is not done instantly. In order to be able to read and understand a text, someone needs to understand the meaning of words, then sentences, then paragraphs, and finally text. Reading is also one of the fundamental skills in every aspect. It can be said that reading is the basic of all skills. By reading, someone could improve their other skills. One of the goals of reading is to gain information from the text. According to Sheeba and Ahmad, people may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style.

People may also read for enjoyment, or to enhance knowledge of the language being read. Reading comprehension is the process of understanding the written material that is being read.

According to Kirby Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text). Unlike listening comprehension, reading comprehension is not something for which our brains have evolved. Whereas oral comprehension seems to develop “naturally” with minimal deliberate intervention, reading comprehension is more challenging and requires deliberate instruction. Unlike listening that is naturally developed, reading comprehension requires more process. It requires knowledge to understand what is being read, such as vocabulary knowledge. One of the ways to improve the ability to comprehend the text is to use click clunk strategy. According to Klineger, Vaughn, Broadmand Click clunk strategy is used to monitor comprehension during reading by identifying difficult words and concepts in the passage.

It means that the click clunk strategy help the teachers to see students’ ability to read the text. Click clunk are used to teach students’ to pay attention to the text when they are reading the text or when students’ didn’t understand what they are reading or what is being read to them. “Is everything click? Who has clunks about the section we just read?” students know where they will be asked in relation to the discussion and students are careful to identify clunks during the reading process. After students identify clunks, students use a “fix-up” strategy, which is to reread from the beginning in order to improve the student's understanding. Based on the preliminary research was conducted on sept 2020 at 11 Grade of Sman 1 Mapattunggul by doing interviews with the teacher the researcher found some problems. The first, the teacher said that the students' reading comprehension was low in English. Second, students have limited in vocabulary. When students got new texts or new words that they didn’t know or were rarely used in the classroom, this is what makes it difficult for students to understand the English text. Third students’ have low motivation. It was strengthened by the teacher’s statement. Students assumed that English was a difficult thing. Based on the problem above, the researcher is interested in finding out the effect of click clunk strategy on students' reading comprehension. This research is entitled *The Effect of Click Clunk Strategy on Students’ Reading Comprehension Ability at the 11 grade of students’ SMAN 1 Mapattunggul.*

2. Method

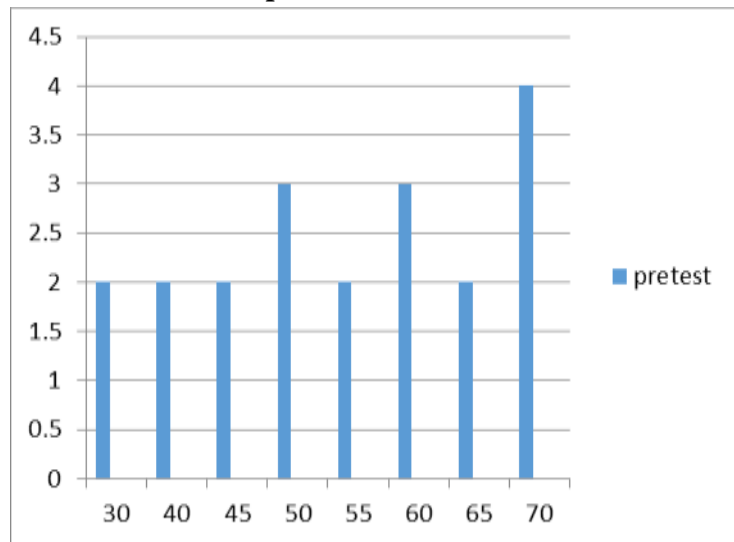
This study used one group pretest posttest experimental design which the researcher used a pretest, treatment, and posttest in one class. The purpose of this study was to see whether there was any effect between dependent and independent variable. After all activities, the researcher used observe the pretest and posttest results by comparing them. Comparing between pretest and posttest used to find the result of this research.” The researcher used students at 11 grade students of SMAN 1 Mapattunggul as the pupolation. To determine sample of this research, the technique use purposive sampling. In this research, the researcher chose 11 IPS classes as the sample.

3. Results and Discussion

The data of this research was the score of students’ pretest and posttest in reading comprehension ability. The data was taken by the reseacher after doing pre-experimental research with one group pretest and posttest which pretest, treatment, and posttest was done in one class. The sample who involved in this research was 20 students at 11 grade of SMA N 1

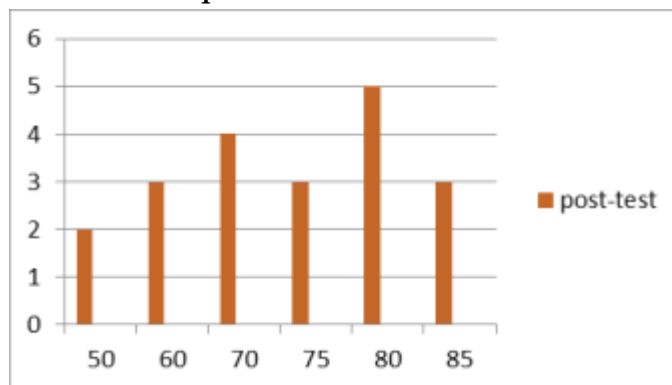
Mapattungul. First, the researcher did pretest for the students to get the early score of the students' ability then the researcher taught the students using click clunk strategy. Last, the researcher did posttest to get students score after learning by using click clunk strategy. At least, students' score of pretest and posttest was used to explain whether there was significant effect of using click clunk strategy on students comprehension ability in reading. The test that was used by the researcher was reading test. After conducting the research, the researcher got students' scores of pretest and posttest which shows on the table below:

Figure 4.1
The Graphic of students' Pre-test



From the figure 1 above, it was found that 2 students' got score 30, 2 students got 40, 2 students got 45 , 3 students got 50 2 students got 55, 3 students got 60, 2 students got 65 and 4 students got 70.

Figure4.2
The Graphic of the students' Post-test



From the figure 2 above, it was found that 2 students' got score 50, 3 students got 60, 4 students got 70, 3 students got 75 5 students got 80, 3 students got 85, the diagram illustrates that students experience improvement and development in reading comprehension ability. In conclusion, this research hypothesis is accepted, namely that there was a significant difference between students who were taught using the click clunk strategy than before using the click

clunk strategy which get better reading comprehension by using click clunk strategy than conventional.

This section discusses the results of research based on theory. Reading is a process carried out and use by the reader to find the message to be conveyed by the author through words or written language. According to Nunan, reading refers to reading for meaning, understanding, and entertainment. It means that concluded that reading makes students easier to understand the text that they have read. In learning to read there were several strategies, one of which can be used by teachers was to use the click clunk strategy. Click clunk was a strategy used by teachers in the learning process to see students' ability to understand a text. According to Klineger, Vaughn, Broadmand Click clunk strategy is help students' monitor comprehension during reading by identifying difficult words and concepts in the passage. It means that the click clunk strategy help the teachers to see students' ability to read the text. The text used in learning English namely analytical exposition and click clunk strategy used as a new strategy to compare how students' understanding of using the strategy is by not using strategy. Based on the result of the research above, the result of the hypothesis from this research can answer the problem formulation as stated in chapter one where this study find that alternative hypotheses (H_a) was accepted. The result of this study were related to the hypotheses which states that there was significant effect of using click clunk strategy on students' reading comprehension ability. It can be showed from the mean score of pre-test post-test in experimental class. The mean score of pre-test of experimental class was 52, 84 and the mean score of post-test experiment class was 75,78. It means that the mean score of post-test experiment class was higher than the mean score of pre-test of experimental class. The t-test result was showed that the t-obtained was 15, 39 higher than the t-table 2,024. The differences of the classes was caused by the treatment given. Then fact showed that click clunk strategy was significant effect in increasing the students' reading comprehension ability. It can be seen from the students' reading comprehension ability which was showed by the achievement of the students' score.

4. Conclusion

Based on the research question about using click clunk strategy on students' reading comprehension ability, it can be concluded that. There was significant effect of using click clunk strategy on students' reading comprehension ability. It was found that the value of t-obtained 15,39 was higher than t-table with the level significant α 0,05/2 (0,025) =2,024. It means that alternative hypothesis (H_a) of this research was accepted that click clunk strategy was gave significant effect on students' reading comprehension ability at the 11 grade of SMAN 1 Mapattunggul. The use of click clunk strategy makes the reading activity and learning activity more enjoyable and interesting. It was increase the students' motivation in studying English specially reading activity. The use of the click clunk strategy does not only improve students' reading skills. It also makes students to improve their reading skills.

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