

**THE IMPLEMENTATION OF TEACHING READING COMPREHENSION BY
USING CLICK AND CLUNK TO THE ELEVENTH GRADE STUDENTS
AT SMK BHAKTI MULIA PARE IN ACADEMIC YEAR 2015/2016**



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ABSTRACT

Teacher has problems in teaching reading comprehension. In fact teacher still use old model and long texts which are so many difficult word on it, then the students still ashamed to acquire that they do not understand some meaning which is confusing them. The goal of this article is the writer wants to show the problem that was faced by students that can be solved by simple technique. Click and Clunk is the strategy that includes steps of teaching how to read and to understand of text by click and how to read and to find some of difficulties meaning by clunk. This research used descriptive qualitative research. The subject of the research was the eleventh grade of English teacher in SMK BHAKTI MULIA PARE. The data were gained through observation and questionnaire to the teacher and to the student. The technique of analyzing data was used reducing the data, displaying the data and make the conclusion. This research finding tells about material from the teacher that involved selection, adaption and creation. In material, teacher selected the material based fundamental competence and basic competence. In adaption, teacher used textbook as source before present the material to the students. Teacher did creation through create own question, give picture and leading question. The steps were started; first, the teacher gave interest topic with picture until gave feedback after reading task. The conclusion is the teacher could develop the material well. It can be seen from teacher matched material with goals, learning objectives.

Key Words : Reading Comprehension, Click and Clunk

I.

INTRODUCTION

Teacher has an important role in the process of teaching English. Teacher is as a facilitator in learning English. She or he gives lesson and teaches students in the classroom. Therefore, the teacher must have competence in teaching in the classroom. According to Harmer (1998:1), there are five criteria of good teacher : (1) teacher should make their lessons interesting, (2) teacher must love his job, (3)

teacher who has his own personality, (4) teacher who has lots of knowledge, and (5) a good teacher is an entertainer.

From the statement, it means that teacher should make students to be easy to understand about the lesson.

In fact, the students still have some difficulties in finding difficult words. So the students should find the answer by themselves or by collaborating with friends or by asking the teacher until they get the correct answer. But practically students

still feel ashamed to acquire that they do not understand, yet. Mostly they still feel confused with the meaning especially for the difficult word. So the teacher must find the solution of this problem by using some effective techniques. Students of Senior High School have some difficulties in learning reading comprehension because their teachers use the old model of learning and long texts in teaching reading comprehension in the classroom, especially in reading the text. But some of teachers may use the strategy to solve this problem effectively. The way of solving the problem is using click and clunk strategy. Teacher can insert old-model of learning, but he should use other techniques which make students understand easily about the meaning, main purpose, and specific information of the text.

According to Bremer, et. al in Iwuk script (2001 : 24) 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. The steps of teaching reading comprehension by using click and clunk which are (1) the teacher reads a book aloud, all the way through, to the group, (2) as the teacher reads, children indicate whether they understand by raising their

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fingers. One finger = yes (click); two fingers = no (clunk), (3) the teacher reads the text again. This time, he stops if any of the children display two fingers in any section. Other children then share their understandings and any strategies they used (or could use) to make sense of the text. In the clunk process, teacher also use fix-up strategy in order to help the students to understand reading text. According to Klingner, J.K and Vaughn, S (1998:34), there are 4 steps for the implementation of fix-up strategy, reread the sentence with the clunk and look for key ideas to help the students to understand, then reread the sentences before and after the clunk to look for clues, and next look for a prefix or suffix in the word, finally break the word apart and look for smaller words, (4) The last, students will become to know what the meaning of each sentence and each word, and they get the gist of the text which is the goal of this lesson.

However, not much is known about its implementation. Therefore, it is interesting to investigate the way of the teacher uses Click and Clunk.

the writer would be formulating of the problems. In generally the writer would be formulating of the problems:

1. How does teacher teach reading comprehension by using click and

clunk to the eleventh grade students at SMKBhakti MuliaPare inacademic year 2015/2016?

2. What are the students' responses of being taught ofreading comprehensionby using click and clunk to the eleventh grade students at SMKBhakti MuliaPare inacademic year 2015/2016?
3. What are the advantages and the disadvantages of teaching reading comprehensionby using click and clunk to the eleventh grade students at SMKBhakti MuliaPare inacademic year 2015/2016?

Here the researcher would like to know the implementation of click and clunk strategy in SMK BHAKTI MULIA Pare. On teaching and learning process the teacher used scientific approach.

II.

RESEARCH METHOD

The reseach data were colletced from observation class during teaching learning process and from questionnaire. Thus, this study involves an english teacher of SMK BHAKTI MULIA Pare.

This is focused on the implementation of teaching reading comprehension by using click and clunk strategy. In this study, the writer attempts to identify and to describe the result of
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observation of the implementation of teaching reading comprehension by using click and clunk strategy.

In this research, the subject that is chosen is the representative students at the eleventh grade students and the teacher who teaches reading comprehension by using click and clunk strategy at the eleventh grade students of SMK BHAKTI MULIA Pare. The researcher chooses the student subject because they are as English learners that following the learning method of English lesson. Then the researcher chooses the teacher subject because he has been teaching English for about 9 years which is teaching in formal school (SMK BM) and informal school (course). So he have got quality of English teacher and has many experiences of teaching.

III. RESEARCH FINDING

In this stage, the writer describes the teacher's strategies of teaching reading comprehension by using click and clunk at eleventh grade students at SMK BHAKTI MULIA Pare.

I.

mplementation of Click and Clunk in Teaching Reading Comprehension.

The teacher taught reading students through some steps. The steps were done by

the teacher : Greeting and Warming up, then it was continued by taught reading comprehension, Observing, Questioning, Associating, Exploring, Communicating, and Closing.

❖ Greeting and Warming up

In Greeting and Warming up, before the teacher taught, he did some activity in classroom. They were:

1. The teacher gave greeting to the students and check about condition of students whether they well or not.
2. The teacher gave warming up by asking about the materi before.
3. The teacher explained in generally purpose of learning or competence would it reach.
4. The teacher explained in generally about material and activity would be done by students for did work in learning.

The next step, teacher taught reading comprehension. The steps were started start by awakening students with interest in the topic until gave feedback on the second of the reading tasks. Here some steps were done by teacher:

1. Start by awakening students' interest in the topic.

The English teacher told the students about subject matter of the text and asking them what they know about the topic, what

experiences they have, etc. He gave students a picture related to the topic and discussed it.

4.2 Picture of Bullying:

A cancer that must be eradicated



Leading Questions

Questions

1. What is the picture?
 2. What is the text about?
 3. Do you know about the issue?
2. Observe of any unfamiliar vocabulary of the text.
 3. Set a task that will practice reading for gist
 4. Set some questions that will practice reading for specific or detailed information.
 5. After feedback on the second of the reading tasks.

he also did the main activities in Reading, which are :

a. Observating

1. The teacher asked students observed the pictures that it was related with the topic.

2. The teacher gave some example of some popular issue and students observed it.

b. Questioning

1. Students asked about analytical text especially popular issue and definition of analytical text.
2. Students asked difficult word from the texts. Example: What is the meaning prevalent, Sir? What is the meaning of estimated?, etc.
3. Students asked main idea, and detail information about the popular issue.

c. Associating

1. Students analyzed analytical exposition text with focus at social function, generic structure and language features.
2. Students got feedback from the teacher and friends about result of analysis from group work.

d. Exploring

1. Students read the popular issue from the book through silent reading.
2. Students tried to find difficult word from the texts. Example: unite, consider, array, immerse, disruption, enhance, etc.

3. Students tried to find main idea and detail information about the popular issue.

e. Communicating

1. Students told information about social function; generic structure and language features that it was found after read the texts.
2. Students read again the texts through loud reading.

After the main activities of teaching reading, teacher did closing-teaching. Here some activity in Closing activity:

❖ **Closing**

1. Teacher and students made a conclusion about narrative text and analytical text.
2. Teacher gave score to the students about their group work. The group work consists of 2 students.
3. Teacher gave homework to the students about the narrative text and analytical text.
4. Teacher told learning at the next meeting.

2. Students' Response of Teaching Reading Comprehension by using Click and Clunk

Students felt understandable after got explanation from teacher. From the questionnaire that had filled by one of the

smart students, the writer got a conclusion that is mostly students could predict the topic of the material and students also got main topic from the picture and the text. The students also could select the difficult word easily. In positive way, students tried to explain about difficult word even though sometimes it was gonna wrong. In activities, students often discussed about difficult word that they'd selected before,. But if they had passed, they began to see the dictionary or asking the teacher. Unfortunately there was seldom of participating between students and teacher in this activities because in this activities the teacher was as facilitator. And then students are very impressed with teacher's game which is sharing together.

3. Advantages and Disadvantages of Using Click and Clunk

a. Advantages of Using Click and Clunk

From the students' response, the writer get to conclude that click and clunk have some advantages to develop their vocab in appropriate way. Furthermore students get the way to learn a new word by the game easily.

b. Disadvantages of Using Click and Clunk

Actually, the disadvantages is on the source book from kemendibud 2014. In
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exploring activity, the book provides the longer and difficult questions for students. The students felt difficult and confused about question in the book. Therefore, the book is not appropriate with click and clunk strategy that it was seen difficult level. It means the book is not appropriate with Nunan theory about three material development. One of the material is providing the student's need. The book is not appropriate with the student's need. It should decrease the difficult level and appropriate the student's need.

IV. DISCUSSION

Based on the observation that was presented by researcher and the result of interview English teacher of SMK BHAKTI MULIA Pare, the researcher discuss the result of data with the other relevant data from the result of interview and observation (checklist) that will be compared with theory of click and clunk strategy.

Based on observation, the writer found that the teacher used click and clunk strategy in order to teach students' vocabulary. According to Bremer, et. at in Wijayanti script says that click and clunk is a strategy that is learnt by the students to observe their comprehension when reading and seeing the sentences before, when there are words that are thought hard to be

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understood. It means students must observe the word or sentence which is not be understandabled while they are reading. And for understanding the difficult word or sentence, students need to see the sentence context before or after the difficult word. So it can be concluded that a **click** is an awareness that you are understanding what you are reading, meanwhile a **clunk** is an awareness that you are not understanding what you are reading.

The writer found that the teacher used three parts of material development. They were selection, adaptation and creation. It means that teacher did parts material of analytical exposition appropriate with Nunan theory.

He also created the material based concept of the lesson plan. In selection of material, he gave material based learning objective. Besides, he used textbook as source of the material. In observing activity, the textbook only contain about popular issue, definition of popular issue. There was not definition of analytical exposition, generic structure and language features of analytical exposition.

It means the textbook should completely content with relevant material. Therefore, the teacher should more creative and has many sources for
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selection material. Based on Klingner K. J and Vaughn. S theory, reading includes two strategies which are click and clunk.

But, from the book only used reading aloud and silent reading without used some technique of click and clunk. It means, the book not appropriate with Klingner K. J and Vaughn. S theory. The book should provide click and clunk.

V. CONCLUSION

Here conclusion that founded by the writer, the researcher has described the findings about the implementation and the strength and weakness of teaching reading comprehension by using click and clunk strategy. From those findings the writer would like to make conclusion of its.

1. Click and Clunk

Click and clunk strategy is a strategy that is used by students in order to find the difficult word. The teacher uses click and clunk to practice the new vocabulary of his 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.

2. The Material

The materials are taken from textbook is too unacceptable for students because the material is too heavy for students level, and it is not appropriate with students' need. Textbook provides the longer and difficult questions for students. The students felt difficult and confused about question in the book, meanwhile student worksheet gives the students' understandable about the material, so the students get a lot of knowledge from it, which is the materials from students worksheet that teacher made are suitable with curriculum 2013 (K13).

3. The Implementation

The teacher does some procedures in teaching learning process; making teaching preparation, starting the lesson, giving warming up, explaining the material, handling and managing the class and closing the lesson. The teacher presented the material in two cycles that are oral and written. The teacher used the teaching aids to present materials. The teaching aid used by the teacher is LCD and White Board, so it can make the teaching learning process more interesting and enjoyable.

4. The Advantages of Using Click and Clunk

Click and clunk is really helpful in teaching learning process of English subject. Click and clunk is a simple strategy which is students can guess the difficult word and the easiest word by themselves. When the students get bored, fix-up strategy is used to make them motivated and more active in the class.

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