The Effectiveness of Click and Clunk Strategy on the Students' Reading Achievement

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Abstract

The goal of this study is to determine how well the Click & Clunk approach works in improving students' reading comprehension. In this study, non-randomized pretests and posttests were used in a quasi-experimental setting utilizing quantitative methodologies. Students from SMPN 1 Kanigoro served as the study's subjects, with Class 7H serving as the control group and Class 7I serving as the experimental group. Reading assessments served as the research's tools (pretest and posttest). The control group class, on the other hand, was taught using the KWL method. The experimental group class was taught utilizing the Click & Clunk method. A posttest was then provided to both groups. The data was generated by SPSS Version 20 and then analyzed using ANCOVA. The analysis's findings suggested that the Click and Clunk Strategy could raise children' reading proficiency.

Keywords : click and clunk, effectiveness, reading skill, students' achievement

Introduction

People are starting to learn English in the present day. Since everyone in the world has learned it, it is an international language. There are four language talents in English. In addition to speaking and writing, they are also listening. Reading is considered to be the most important of the four abilities in the learning process. According to Grabe (Grabe, 2004), "instruction of reading is a complicated matter." Reading allows kids to learn more material that is not taught in the classroom. Students have some difficulties learning to read, particularly in SMPN 1 Kanigoro.

Based on an interview with an English teacher and SMPN 1 Kanigoro pupils, several students expressed that they could not just work with worksheets because they believed that doing so would not increase their desire because there would be nothing particularly exciting to study because of. Occasionally, some pupils encounter difficulties in learning to read. The students' issues with reading were their lack of vocabulary and grammar proficiency. In Indonesia, pupils' vocabulary frequently falls short of what is required for level-appropriate mastery. According to Moeller and Masmaliyeva (Moeller & Masmaliyeva, 2009), "vocabulary building often occurs through reading, but in the foreign language classroom due to the heavy concept load involved in reading a second language it is unlikely that students will acquire the essential vocabulary needed to comprehend the content and information they encounter in many texts." Many junior high school kids struggle with language, making it difficult for them to understand what texts are saying. The English teachers at SMPN 1 Kanigoro claimed that many students struggled with grammar, making it difficult for them to understand what the text was saying at times. The teacher's approach of instruction is still not engaging for the kids, which is another reason they are unable to grasp reading skills. Given the aforementioned issues, teachers must use engaging techniques and media to address the difficulties in teaching reading. Click and Clunk is a useful technique for getting pupils to concentrate while reading. The pupils can better

understand the reading text by employing the Click and Clunk approach. The purpose of Click and Clunk, according to Klingner et al (Klingner et al., n.d.), is to educate students how to keep track of their reading comprehension and recognize when there are breaks in understanding.

Microsoft PowerPoint is a presentation program developed by Microsoft. The ability of PowerPoint to raise and sustain students' interest and attention to the lecture when combined with active teaching and student interaction is the important component in the usage of PowerPoint as a presenting medium (Clark, 2008).

The author wants to know the impact of applying the Click and Clunk approach with PowerPoint in junior high school based on the context described above. The title "The Effectiveness of Click and Clunk Strategy on the Students' Reading Achievement" was thus chosen by the author.

Materials and Method
The Teaching of Reading

Transferring knowledge is the process of teaching. Teaching reading involves doing more reading than just the basics. According to McKay & Brown (McKay & Brown, 1980), teaching entails showing or assisting someone with a task, providing directions, directing their study of a subject, and imparting knowledge, understanding, or knowledge. Additionally, he has stated that teaching is the process of leading and promoting learning, providing the means for learning, and creating the environment for learning. Good teachers use the reading material into engaging lessons to increase their students' enjoyment of reading.

In Indonesia, teaching reading comprehension can typically include teaching reading as a foreign language (EFL reading). This is due to the fact that it seeks to enhance learners' abilities to comprehend the meaning of written content both in their native language and in English as a Foreign Language (Cahyono & Widiati, 2011) By asking questions on the text's substance, teachers can administer reading assessments to their students. It is intended to measure how well pupils can understand literature after reading it. The researcher can infer from the explanation given above that one of the educational objectives for reading instruction is to help students understand the text as well as how to read.

Click and Clunk

The click-and-clunk method trains pupils to check their comprehension as they read and to employ remedial techniques when they find they don't grasp the text. A click, in the teacher's words, is something that "truly understand. You can just feel it click." Following their comprehension, the teacher explains a clunk: "When you run into a brick wall, you hear a clunk. Simply said, every phrase the author uses is beyond your comprehension. Oh, that's clunk." The teacher then reads a brief passage aloud while instructing the class to listen closely for clunks. After asking pupils to list their clunks, the teacher offers fix-up techniques to identify the clunks.

The purpose of click and clunk is to teach students how to keep track of their reading comprehension and spot comprehension breakdowns. Clicks designate passages of text that the reader can understand: As the reader moves fluidly through the material, understanding "clicks" into place (Kim et al., 2013).

Application of the Click-and-Clunk Strategy The teacher informed the kids that they would be learning how to read more carefully as she implemented the Click and Clunk approach for the class. The teacher distributed student copies of "My Reading Check Sheet," went over all of the reading strategies on the student handout, and advised students that they should always check their understanding of a sentence at the end of any reading assignment.

Students would say "Click!" and carry on reading if they were sure they comprehended the sentence. If students did not comprehend, they exclaimed "Clunk!" and used the "My Reading Check Sheet" strategy sheet to fix the issue. b) They should inquire, "What did the paragraph say?" at the conclusion of each paragraph. Students used the cheat sheet "My Reading Check Sheet" as a reference if they were unsure of the paragraph's primary idea or ideas. c) They should ask themselves, "What do I remember?" at the end of each page. Students consult the cheat sheet if they did not retain enough knowledge. "My Reading Check Sheet" was used to fix the issue. d) Have the students read a sample passage. Think aloud at the conclusion of each sentence, paragraph, and page as you demonstrate how to utilize the comprehension checks. (Be careful to say "Click!" when you and the class comprehend a sentence and "Clunk!" when you don't.) As you read each sentence.

Method

The researcher's experimental research strategy was quasi-experimental and used a non-randomized control group, pre-test, and post-test structure. It is carried out by selecting two groups with nearly identical performance. Variables

The conventional method and the click-and-clunk strategy were the independent variables in this study. The dependent variable was how well the children did on the reading test. After the course of treatment, the test was administered utilizing those two teaching strategies.

Instructional Material

The identical instructional materials were used by both the experimental and control groups. The researcher employed an English book that was relevant to the subject studied by the pupils.

Time Management

The control group and experimental group each had three meetings lasting two hours each. The second semester of the school year 2021–2022 was used for this study.

The Study's Subject

Students in SMP 1 Kanigoro's first grade who took English classes in the second semester served as the study's subjects. Two classes were picked to represent the control group and the experimental group. Twenty students from group 1 (7 I) were taught using the Click and Clunk tactic, while 18 students from group 2 (7 H) were taught using the traditional way.

Instrument

Tests are the instrument employed in this investigation. The exams are multiple choice in format. The test's content was drawn from a book on the topic written in English. The experimental group's pupils in the KWL method-treated control group take the test after and before the Click and Clunk strategy treatment. A successful outcome in this study must satisfy at least two requirements, namely validity and reliability.

Pretest

Pretest is used to assess reading proficiency in experimental and control classes. Before the researcher began applying treatment to each group, a pre-test was administered to the stu-dents to assess their reading ability. Each group received a genuine and trustworthy test with 20 reading-related items.

Treatment

For the experimental group and the control group, the researcher taught reading using various techniques. While the control group received traditional instruction, the experimental group received click-and-clunk instruction. Both of the exercises were based on the previously created lesson plans.

Posttest

After treatment, the pupils' reading skills were assessed using a post-test. Both the experimental group and the control group participated in this activity.

Data Collection

Tests were used to gather the data. This study employed two different test types. Both the pretest and the posttest were multiple choice tests. The students' proficiency with English was evaluated using these assessments. Students in the experimental and control groups took a test to gauge their academic progress and the extent to which the learning objectives could be met.

Analytical Techniques

The researcher conducted data analysis following the completion of the data collection process since the non-randomized pretest-posttest control group design was utilized in this study. In this study, data analysis for the quasi-experimental was carried out using statistical methods; the researcher computed the data using SPSS for Windows version 20 in order to obtain accurate and correct data.

Results and Discussion

Linearity Analysis

Before doing an ANCOVA, this study tested two hypotheses: first, the linearity of the connection between the dependent variable (the posttest) and the covariate (the pretest), and second, the homogeneity of the regression slopes. The researcher utilizes table testing of linearity to verify the assumptions of a linear connection between the dependent variable and the covariate see Table 1.

The findings of the linearity test are 0.000 significant level for interaction less than 0.05, which has demonstrated that the linearity test was

Table 1. Linearity Analysis

			Sum of Squares	df	Mean Square	F	Sig.
Post_Test * Pre_Test	Between Groups	(Combined)	3564.649	7	509.236	5.532	.000
		Iinearity	2957.362	1	2957.362	32.126	.000
		Deviation from Iinearity	607.288	6	101.215	1.099	.386
	Within Groups		2761.667	30	92.056		
	TotaI		6326.316	37			

Table 2. Linearity Analysis

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected ModeI	7470.327[a]	3	2490.109	84.547	.000
Intercept	1681.259	1	1681.259	57.084	.000
method * Pre_Test	67.975	1	67.975	2.308	.138
method	3.822	1	3.822	.130	.721
Pre_Test	207.055	1	207.055	7.030	.012
Error	1001.383	34	29.452		
TotaI	258925.000	38			
Corrected TotaI	8471.711	37			
a. R Squared = .882 (Adjusted R Squared = .871)					

Table 3. Homogeneity of Regression Slope

Dependent Variable: Post_Test					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7402.352[a]	2	3701.176	121.139	.000
Intercept	1658.004	1	1658.004	54.266	.000
Pre_Test	467.586	1	467.586	15.304	.000
Method	879.512	1	879.512	28.786	.000
Error	1069.359	35	30.553		
Total	258925.000	38			
Corrected Total	8471.711	37			
a. R Squared = .874 (Adjusted R Squared = .867)					

Table 4. Hypothesis Testing

Dependent VariabIe: Post_Test				
method	Mean	Std. Error	95% Confidence Interval	
			Iower Bound	Upper Bound
CIick and CIunk	88.155[a]	1.843	84.410	91.900
KWI	68.708[a]	2.993	62.624	74.791
a. Covariates appearing in the modeI are evaIuated at the foIIowing vaIues: Pre_Test = 46.32.				

successful. Following linearity, homogeneity regression slopes are the ANCOVA's second premise. It is about the covariate-dependent variable correlation. Homogeneity regression models make the supposition that the probability must be greater than 0.05 see Table 2.

Homogeneity of Regression Slope

The interaction between the covariate and the factor (independent variable) in the prediction of the dependent variable is assessed by testing the homogeneity of regression slopes. The findings of the ANCOVA are not meaningful if the interaction is significant, hence the analysis should not be done. According to Pallant (Pallant, 2016), "If the significant level for the interaction is less than or equal to 0.05, it indicates that the assumption is broken and the interaction is statistically significant." According to the data from METHOD *PRE TEST used above, the significant value is 0.138, which is significantly higher than 0.05. It demonstrates that the homogeneity of the regression slope assumption is upheld. The next step in the study can be initiated based on this ANCOVA result.

Through hypothesis testing with the ANCOVA formula, the researcher aimed to determine whether there was a significant difference between the means of more than two groups. This Covariance Analysis (ANCOVA) see Table 3.

According to Pallant (Pallant, 2016), the Click and Clunk Strategy and KWI technique differ significantly if the Sig. value is less than 0.05. The results of the analysis are displayed in Table 4.4 (labeled Technique on the SPSS output), which demonstrate that F 28.786, P 0.000 0.05. As a result, there was no difference between the experimental and control groups for interaction less than 0.05, demonstrating the success of these findings.

Hypothesis Testing

The prompt evaluated the variations in the adjusted means for the two groups, which are shown as 82.309 for students taught using the Click and Clunk strategy and 84.410 and 62.624 for students taught using the KWI method in the Estimated Marginal means table. Accordingly, the alternative hypothesis states that children who are taught reading using the Click and Clunk strategy rather than the KWI method are more likely to increase their reading fluency. This is based on the Estimated Marginal Means see Table 4.

Discussion

To determine the efficacy of Click and Clunk in teaching reading to junior high school students, the researcher employed 38 samples of junior high school students split into experimental and control groups. The outcome of the analysis, the results of the click-and-clunk treatment are F = 28.786. Click and Clunk's probability (P) displays 0.000. Class meanwhile using Click and Clunk with PowerPoint presentations is 88.155. KWL with PowerPoint in class displays 68.708. The average of the class using Click and Clunk with PowerPoint is higher than the average of the class teaching reading using KWL. This indicates that Click and offers superior results on the 95% confidence level. The alternative method for the instructor to address the junior high school students' reading difficulties is Click and Clunk with PowerPoint.

To support this research, this research has found some related studies. (Yolantika, 2019) Yolantika in her paper entitled "The Effect of Click and Clunk Strategy in Students' Reading Comprehension in Junior High School" states: The upshot proved that there is a significant difference on students' reading comprehension achievement taught by Click and Clunk strategy in Junior High School (t=0.000<p=0.05). The students' mean of pre-test was 54.29 and the average of post-test was 70.00. In other words, Click and Clunk strategy is effective in teaching reading comprehension for Junior High School students.

(Resmi, 2022) Resmi in his study entitled "The Effect of Click Clunk Strategy on Students' Reading Comprehension Ability" states: The value of t-obtained 15.39 was higher than t-table with

the level significant 0.05/2 (0.025) =2.024. It could be concluded that alternative hypothesis (Ha) 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 the click clunk strategy does not only improve students' reading skills. It also makes students to improve their reading skills. It can be concluded that using Click and Clunk increase the student's achievement on reading comprehension.

Conclusion

As was discussed above, the click and cluck method makes a big difference when teaching reading. There are some recommendations for educators, learners, and the following researcher. It is clear that utilizing Click and Clunk to teach and learn reading is very effective since it enables students to comprehend concepts quickly and easily, and it also enables them to expand their vocabulary by reading various texts.

Suggestion

Because the Click and Clunk approach works so well, the researcher advises:

The teacher could encourage students more to read and complete their assignments. The teacher can help the pupils learn more by employing the Click and Clunk Strategy, which keeps them engaged and from getting bored while they are learning. When teaching English, the instructor should create a welcoming and pleasurable classroom environment for the students to study in. The teacher should also take extra effort to select a teaching strategy that fits the personalities of the students in the classroom.

During the teaching and learning exercise, the students should pay close attention to the teacher's explanation. When reading a material for class, students should take an active role in the learning process by asking their English teacher any questions they may have regarding the language. Because many students in class sleep or joke about with their buddies, students should maintain a respectful attitude toward the teachers in their classes.

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