

CHAPTER I

INTRODUCTION

This chapter consists of the background of study, the formulation of (a) research problem, (b) objective of the study, (c) research hypothesis, (d) significance of the research, (e) scope and limitation of the research, and (f) definition of key terms.

A. Background of the study

English language in Indonesia has taken a special attention due to the fact that people's awareness on the importance of English as the main means of communication in the global era is getting increased (Nurhayati et al, 2016a). As stated by Nurhayati et al (2018a) In Indonesia, using and learning language among students and English lecturers with English as foreign language have received considerable attention. It is prove that people in Indonesia be more aware with English Language as global communication. It means, people in Indonesia has been reliazed that English language is important for communication. To use English language as tool for communicating, students or learner have to understand what could they do with English language. The first things to learn English is reading some books with contain of English language, it could gain more knowlegde about English language. Reading is a learned skill that start from undestand the letters form words and deliver decoded meanings.

In reading, readers or learners makes meaning of the words through the combination of prior knowledge and previous experience, information available in the text and they have make relationship to the text. Ruddell (2005) states that reading is the act of constructing meaning while transacting with the text, and supported by statements of Cohen (2007) reading is more complex than transferring letters from print pages to sounds. Reading involves recognizing and comprehending words and sentence patterns. Reading is also the basic life skills for students in their real life and they need to be proficient in reading skill, especially for their academic success. Reading as basic life skill and a cornerstone for a successful students both at school and throughout life. Having proficient reading skill is necessary to academic success (Oberhalzer as cited in Sultana, 2016). Reading is also a conversation between the writer and the reader. According to Williams (1996), reading is a process through which a reader looks at the text and understand what is written. In reading, readers do not only rely on the features of the text they are facing but it also involves the features of readers and tasks (Singhal, 1998 in Ebrahimi, 2012).

In addition, reading is a constant process of guessing and an active skill. Grellet (1981:9) reading is an active skill. It is constantly involves guessing, predicting, checking and asking oneself question. The goal of reading is understanding and to understand the context of the text. In order to understand print, a students must be able to decode the words on the page and to extract meaning. According to Snow (2002:11) reading comprehension as the process of

simultaneously extracting and constructing meaning through interaction and involvement with written the language.

Moreover, comprehension is the goal of both reading and listening. Successful comprehension enables readers (or listeners) to acquire information, to experience and be aware of other worlds (including fictional ones), to communicate successfully, and to achieve academic success. Reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one's own comprehension, and reflecting (Weaver as cited in Antoni, 2010).

Although, reading is important skill for English as Foreign Language (EFL) students still face some difficulties in how to comperhend reading. There are some reading difficulties comprise inadequate vocabulary, lexical inefficiency, structural complexity, language inaccessibility, poor reading skills, lack of schemata, and students' lack of interest (Rahman as cited in Fernandita, 2016). In addition, Hamra & Syatriana (2010:34) found some reasons of students' learning of EFL reading text difficulties included lack of vocabularies, learning support, knowledge of words, phrases, paragraphs, and text, application of reading strategies, reading skills and reading interest, reading amount, reading motivation and pronunciation difficulties. Additionally, poor working memory, lack of understand in vocabulary and another factor linked to reading difficulties is low prior knowledge and the other factor that may influence students' reading process is motivation (Sanford as cited in Fernandita, 2016). Furthermore, one of the basic problems in foreign –

language teaching is to prepare learners to be able to use the language. How this preparation is done, and how successful it is, depends on very much on how we as teachers understand our aims (Bygate as cited in Nurhayati, 2016b). By those difficulties above, it can be said that reading is not an easy skill to be learned by especially Indonesian students as EFL students.

Based on the researcher' observation in class VIII G at MTs Ma'arif Bakung Udanawu Blitar, reading comprehension is difficult for the second grade of junior high school. Many students of junior high school have difficulties in reading English text. They need teacher to help in understanding English text (Nurhayati and Fitriana, 2018b). There are three problems influenced students' reading habit. The first, students are lazy to read an scientific material. The second problem, they lack of vocabulary and lazy to understand unfamiliar words. Then, the last students difficult to deliver ideas to their friends (Nurhayati, 2014). The students of VIII G are difficult to understand long text such as 5 or 10 paragraph. Most of the students are lack of vocabulary, they are also seldom to practice, they feel ashamed to acquire in fact they are do not understand and it is influenced by their ability to understand meaning from the text.

Therefore, the teacher also gives significant influence in students reading comprehension, such as the teacher used monotonous strategy in teaching reading. Some of English teacher in Indonesia still use traditional or conventional method to teach reading. It makes students get bored because the method is monotonous and the students are passive (Nurhayati, 2018c). For example, the teacher said she used some different strategies only for excellent class and she used the same

strategy for teaching regular class such as class VIII G. The teacher only focused on text book and pay more attention in gaining vocabulary. The teacher also used uncreative method or only use handbook as the source of reading materials. It is proved when she taught in class VIII G she did not use any methods and she also mention it in the interview that she never used a specific strategy or media. In this case English teachers have to be creative to use any teaching strategies in teaching English skills. Teacher professional development has always been the most prominent aspect in any level of education. Educator and teacher are responsibility to improve their ability and knowledge (Nurhayati, 2018c).

According to Rohmawati (2016), the basic competence of reading skill requires student's ability to comprehend the text in form of descriptive, procedures, report, recount, and narrative. In the case of recount text, the readers face difficulties on understanding the context in a text. Recount text is the text of which reports an event or activity of someone in the past (Djuharie, 2015). Recount text is basically sequence events temporally and it is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. In a recount text, the students must retell the sequence of events or experiences which they have ever got in the past (Nurohmah: 2013). In addition, a recount text is a short story in which narrate the events or particulars of events. The generic structures of recount text are orientation, events, and re-orientation. According to Zahari et al., (2012), there are some difficulties in understanding recount texts. Those difficulties are as finding main and spesific ideas, comprehending whole text

and making conclusion about content presented in the text. They need background knowledge to make conclusion and main idea. Therefore, the teacher should provide for suitable teaching strategy to face those problems on students.

Based on minister of cultures and education Indonesia (*Kemendikbud*, 2013), most of Indonesian schools are used the newest curriculum 2013 or K-13. The objective of this curriculum is to emphasize students' center. It means that most of the work is centered on students and teacher as facilitator. The teacher can insert old-model of learning, but she should use other strategy which makes students understand easily about the context of a text. When the previous stimulus in teaching reading comprehension only focus as on coursebook and worksheet materials, she has to use it as media. Meanwhile, in this study the researcher try to use the strategy which students periodically check their understanding of sentences, paragraphs, and pages of text as they read. When the students encounter problems with vocabulary or comprehension. Students use a checklist to apply simple strategies to solve those reading difficulties. The strategy is known as click and clunk strategy that is part of collaborative strategic reading (CSR).

Vaughn and Edmonds (2006:133) define click and clunk strategy as monitor comprehension during reading by identifying difficult words and concepts in the passage and using fix-up strategy when the text does not make sense. According to Berner et al., (2002:3) Click and Clunk is a strategy that teaches students to monitor their understanding during reading, and to use fix-up strategy when they realize their failure to understand text. The teacher describes a click as something that understandable parts of reading and clunks refer to complicated concepts, ideas and

words. According to Klingner and Vaughn (1998:33), clicking and clunking is designed to teach students to pay attention to when they understand – or failing to understand – what they are reading or what is being read to them.

In addition, fix-up strategy is used after doing click and clunk and it is to identify when comprehension breaks down and then solve the problem. Fix up strategy require the reader to self-monitor. As the result this strategy is able to make students easily comprehend the text and aware of their own mistakes. Moreover, conform to Indonesia's curriculum K-13, click and clunk supports to reach curriculum objective as students' center because students could self-monitoring their own mistakes.

Some researchers also have been conducted on click and clunk strategy. A research conducted by Zefhidayati (2013) who examined a study of click and clunk strategy and story impression in reading comprehension in report text and narrative text. The result showed that click and clunk strategies can effectively be used to enhance the students reading comprehension than story impression. Then, a research conducted by Welli Febrian (2013) examined the combination of click and clunk Strategies with dissect strategy in reading comprehension in descriptive text. The result showed that the combination of both strategy effecively be used in teaching reading. After that, a research conducted by Kristanto (2015) who investigated the implementation of teaching reading comprehension by using click and clunk strategy. The result showed the teacher used click and clunk strategy in order to teach students' vocabulary effectively.

In addition, Karabuga and Kaya (2013) who investigated Collaborative Strategic reading (CSR) practice with adult EFL learners said that CSR affected the comprehension and reading related problems of adult EFL learners positively. But, click and clunk strategy has no important effect on students reading comprehension, and it deals with the vocabulary instead. Moreover, a research by Sudarsono and Salam (2016), who investigated the effectiveness of Collaborative Strategic Reading (CSR) for teaching narrative reading, and the result showed that CSR effectively be used in teaching reading comprehension in narrative text.

The previous studies above are mostly used click and clunk and Collaborative Strategic Reading (CSR) to help the students reading comprehension. They were used different subjects such as narrative text, report text and descriptive text but there has been no used recount text as subject. Those previous studies also use click and clunk for senior high school.

Based on those previous studies, the researcher has concluded that there has been no research which examined the effectiveness of using click and clunk strategy towards student's reading comprehension in the second grade of junior high school with recount text as the subjects and the researcher also wants to apply click and clunk strategy with emoticon picture as media to sign the "click" and "clunk" to develop students interest in learning and gain their learning motivation. Therefore, this study is aimed at filling in this gap by investigating the effectiveness of using click and clunk strategy towards student's reading comprehension in the second grade of junior high school.

This strategy was chosen because it is pledge to provide the opportunities for the students to self-monitoring in teaching learning process. Therefore, it is facilitate the students to comprehend the passages the reseacher decided to use this strategy because she was curious to find out whether this learning strategy was “really” effective or not to use in teaching recount text. Based on the explanations above, the researcher is interested in conducting a study entitle “ **The Effectiveness of Click and Clunk Strategy towards Students’ Reading Comprehension in The Second Grade of MTs Ma’arif Bakung Udanawu Blitar**”

B. Formulation of Research Problem

In line with the background of the study, the researcher formulates the research problem as follows: Is click and clunk strategy effective for teaching reading comprehension in the second grade of MTs Ma’arif Bakung Udanawu Blitar ?

C. Objective of the study

Based on the formulation of research problem, the objective of this study is to find out the effect of Click and Clunk strategy for teaching reading comprehension in the second grade of MTs Ma’arif Bakung Udanawu Blitar.

D. Research Hypothesis

Hypothesis is tentative answer of variable in which the truth must be tested, based on the previous statement. To get the answer of the question, the researcher should propose alternative hypothesis (Ha) and null hypothesis (Ho). Those are explained as below:

1. H_0 (null hypothesis)

There is no any significant effect of using Click and Clunk strategy in students' reading comprehension.

2. H_a (alternative hypothesis)

There is any significant effect of using Click and Clunk strategy in Students' reading comprehension.

E. Significance of the Research

The researcher hopes that result of this study to give contribution for:

1. The English Teachers

It is expected to inspire the English teachers to overview this strategy which can be applied when they will get similar problem in teaching English.

2. The Readers

This can be a new input for the readers which is effectively to tend their knowledge and new perspective in teaching and learning English.

3. The Next Reseacher

This research is dedicated to the next researcher. It is expected whether this research can be used as the source in their findings, or it inspires them teach the new finding by this strategy.

F. Scope and Limitation of the Research

This research is only conducted to the second graders at MTs Ma'arif Bakung Udanawu on academic year 2018/2019, especially VIII-G class as sample.

The scope of subject is English which focuses on reading comprehension in Recount text. Beside, the researcher uses Click and Clunk strategy to find out the effect on some skills and component of English such as speaking, listening, and vocabulary. However, the reseacher limits the study only with the effect on students' reading comprehension.

G. Definition of Key Terms

To avoid misunderstanding of the concept used in this study, it is necessary for the researcher to provide some definition of the terms used in this research.

Those are:

1. Effectiveness

Effectiveness is an attainment from the target which be measured, and can gives an expected result. The effectiveness of this research means the significant improvement of students' score in reading comprehension in Recount text who taught by using Click and Clunk strategy.

2. Reading Comprehension in Recount text

Reading comprehension is over all understanding of what is described in the text, and recount text is a piece of text that retells past events. Reading comprehension in recount text means process of understanding meaning, gaining meaning and interpreting meaning from recount text.

3. Click and Clunk Strategy

Click and clunk is a strategy that teaches students to monitor their understanding during reading, and to use fix-up strategy when they realize their failure to understand text.

4. Implementing Fix-up Strategy to solves the Clunks

It is to clarify the meanings of students clunks. Fix-up strategy require the students to self-monitor of their own mistakes.