

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher presents some theories related to Click and Clunk Strategy and reading which consist of (a) reading, (b) teaching reading, (c) the recount text, (d) Click and Clunk strategy, and (e) previous studies.

A. Reading

1. The Definition of Reading

Reading is one of language skills, beside listening, speaking and writing that must be mastered by English learners. It means the learners have to deal with language messages in written or printed form, it involves processing language messages, and hence knowledge of language. Through reading, learners have to interact with print and graphic text to establish meaning as what Urquhart and Weir (1998) state that reading is process of acquiring and explaining information encoded in language via the medium of print.

Furthermore, Widdowson (1979) defines reading as “ the process of getting linguistic information via print”. It means, readers are interpreting and contributing messages from a written language via print. Reading is a fairly one-way process from writer or text to reader. Reading is the activity that help to obtain information, acquire science and experience through a written language.

Zuchdi and Budiasih (1997:49) state reading would allow person to enhance the power of thought, sharpen vision and broaden their horizons.

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. According to Williams (1996), reading is a process through which a reader looks at the text and understands what is written. In addition, Alderson (2000) states the process of reading is the interaction between a reader and the text. It means, reading is process of transfer information and knowledge to other. According to 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 learners must be able to decode the words on the page and to extract meaning.

From several definitions above, it can be concluded that reading is process of interpreting information from written language via print. Reading allows reader to guessing, predicting, checking and reconnect their prior knowledge with the written text. Reading is also the activity of interaction between writer, text and reader. Therefore, the students should learn to interpret regularly to get good reader.

2. The Definition of Reading Comprehension

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).

According to Snow (2002:11) reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In other words, when reading activity the readers have to find the meaning of the text, because if the readers do not understand the text, it means that they have no interaction with the author. Reading comprehension is the ability to process the text, understand its meaning, and to integrate it with what the reader already knows. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing as what Woolley (2011:15) states reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In addition, reading comprehension is understanding, gaining meaning and interpreting the text depends on a variety of reader-related, text-related, and situational factors (De Corte et.al, 2001).

In addition, Grabe and Staller (2002) also deliver that reading for general comprehension refers to the ability to understand information in a text and

interpret it appropriately and correctly. Reading comprehension abilities are quite complex and differ in numerous ways depending on tasks, motivations, goals and language ability. In this, the level of reader comprehension of the text is determined well from the interactions between the reader variables and the text variables (Barnet, 1988).

Moreover, Hillerich (1983: 126) classifies reading comprehension into three levels: (1) literal comprehension, (2) inferential comprehension, and (3) critical comprehension. Literal comprehension level requires the reader to recall facts that are overtly stated in the text. names, things, and areas. Then, the inferential comprehension level allows the reader to suggest relevant additional information based on the text confronted and personal experience. It refers to understanding what an author meant and what was said, developing general conclusions, inferring main idea, sequencing, making judgment, predicting outcomes, etc. At last, the critical comprehension level leads to the making of balanced judgments about the author's style and some other aspects of the text. It has to do with evaluating or making judgments in four major areas: central issues, support for those issue, language style, and logic used to arrive at conclusions.

From several definitions above, it can be concluded that reading comprehension is the the reader activity to understand and extracting, constructing meaning through written language that involve readers to predicting, questioning, summarizing, determining meaning of vocabulary in context and to gain an overall understanding of what described in the text.

B. Teaching of Reading

1. Activities in Teaching Reading

To make the reading activities efficient, effective and independent, it needs guidelines for implementing a theory of reading which help to develop students abilities in reading activities. According to Barnett (1988), there are three consecutive stages: pre-reading, during-reading and after reading.

Firstly, in pre reading, teacher gives texts that related with students background knowledge. There are two stages in pre reading, first steps the teacher should introduce particular text with contain of vocabulary that familiar to students and use familiar grammatical structures. For a text that contain unfamiliar vocabulary, teacher can ask students to find synonyms, antonyms, derivatives, or associated words. Second, the teacher should choose the topic of text that considers with the age arrange, interest sex, and background culture of the students for whom they are intended. If teacher does not includes those as consideration, the teacher can letting the class members brainstorm ideas about the meaning of a title or an illustration and discuss what they know.

Next, during-reading activities, students are learned to improve their control of their second language, and decode problematic text. The activities of during-reading stage consists of taking notes, reacting, selecting significant information, questioning the writer's position, evaluating, and placing a text with own experiences. There are four tips to encourage students as active reader for reading comprehension, such as a). Making predictions: the students are learn to

make prediction what is going to happen next in the text, b). Making use of context or guessing: students should learn to make use of context to guess the meaning of unknown, c). Paraphrasing: while reading texts, students are necessary to paraphrase and interpret in order to verify what was comprehend, d). Monitoring: students have to monitor their reading to evaluate whether the text or the goals of the reading.

The last, after-reading activities is depending on the purpose of the reading and the type of reading information extracted from the text. Barnett (1988) states that the after-reading exercises, first is check students' reading comprehension and then lead student to a deeper analysis of the text. It means that teacher need to check students' reading comprehension and then ask students to a deeper analysis of the text.

2. Process and Product Approaches to Reading

According to Alderson (2000), the process of reading is interaction between a reader and text. During the process readers are thinking what they are reading: what it means to them, how it relates to other things they have read, to things they know, and to what they expect to come next in the text. The process is likely to be dynamic, available and different for the same reader on the same text at a different time or with different purpose in reading. The process is normally silent, internal, and private. According to Alderson (2000), there are at least two limitations to product approaches to reading, one is the variation in the product, the other is the method used to measure the product. Different readers have

different backgrounds and experiences, and these could influence their understanding of a text, so the products of reading could certainly differ.

3. Teaching Reading in Junior High School

In Indonesia context, teaching junior high school students must be considered with the regulation of ministry of national education in the form of content standard and the age range of junior high school students. Indonesia's Curriculum 2013 is the development of curriculum 2006. The different between them is the curriculum 2013 adds some characters education that is not stated in the curriculum 2006. Teaching actually must be considered with the age of the students because it can be the considering to decide what strategy that appropriate to teach the students. According to Brown (2001:92) the period of teens which is between the childhood and adulthood, is age of transition, confusion, self-awareness, growing and changing bodies and minds.

According to the regulation of ministry of national education (*Kemendikbud*, 2017), the core competence and basic competence for junior high school students grade VIII in the second semester are the students have to perform several reading comprehension competencies as shown in the Table 2.1.

Table 2.1 : Core Competence and Basic Competence of Reading Skill for Grade VIII Junior High School in the Second Semester

<i>Kompetensi Inti</i>	<i>Kompetensi Dasar</i>	<i>Indikator Pencapaian Kompetensi</i>
<i>1. Menghayati dan mengamalkan ajaran agama yang dianutnya</i>		
<i>2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya</i>		
<i>3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata..</i>	<i>3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</i>	<p><i>3.11.1 membandingkan fungsi sosial; □ Teks personal recount tentang pengalaman pribadi</i></p> <p><i>3.11.2 membandingkan struktur teks □ Teks personal recount tentang pengalaman pribadi</i></p> <p><i>3.11.3 membandingkan unsur kebahasaan □ Teks personal recount tentang pengalaman pribadi</i></p>

<p><i>4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.</i></p>	<p><i>4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)</i></p>	<p><i>4.11.1 Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.</i></p> <p><i>4.11.2 Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara tulis</i></p>
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In this research, the researcher focuses on one competence to be studied. It is Core competence 4, Basic Competence 4.11 and by indicator 4.11.1 *Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.* 4.11.2 *Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara tulis.* The students are emphasized to catch the meaning of short and simple recount text about personal experience.

Table 2.2 : Core Competence, Basic Competence and Indicators of research

<p><i>4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori</i></p>	<p><i>4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)</i></p>	<p><i>4.11.1 Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.</i></p> <p><i>4.11.2 Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara tulis</i></p>
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In addition, based on the age of the students and the curriculum, core competence and basic competence, the researcher is wondering to take VIII grades students as the sample of the research. The reason is because the age of that learners is in transition from the children to the teenagers which their communicative context is various. In short word, the mindset of learning language is developing. Then, based on the curriculum in term of materials, the researcher concerns to recount text.

C. Recount Text

1. The Definition of Genre

According to Swale (1990), the genres which share the same purposes belong to the same text-types. Derewianka (1990) identified further six main genres according to their primary social purposes: (1) narratives: tell a story, usually to entertain; (2) recount: to tell what happened; (3) information reports: provide factual information; (4) instruction: tell the listeners or readers what to do; (5) explanation: explain why or how something happens; (6) expository texts: present or argue a viewpoint. Gerot and Wignell (1995:17) stated that “Genre is one of the most important and influential concept in language education. Genre can be defined as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something. It can be concluded that there are differences between each genre to another. There are some genres texts: spoof/recount, reports, analytical exposition, news item, anecdote, narrative,

procedure, description, hortatory, explanation, discussion, and reviews, but in this study the researcher only discusses about recount text.

2. Recount Text

a. The Definition of Recount Text

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. According to Anderson (1997:48), “recount is a piece of texts that retells past events, usually in the order in which they happened.” The purpose of a recount is to give the audience a description of what occurred and when it occurred. Recount Text is retelling past event intends to entertain or inform others what happened and when it happened (Gerot and Wignell 1995:194). It means that the students are expected to be able to write their past experience by learning recount. According to Gerot and Wignell (1995: 194), generic (semantic) structures of recount text are:

- a. Orientation : it is provides the setting and introduces participants.
- b. Event : tell what happened, present event temporal sequence.
It usually in chronological order.
- c. Re-orientation : optional – closure of events. It sounds off the sequence of events.

The language features of recount text according to Anderson and Kathy (1988), the language features are follow:

- a. Proper noun and pronouns to identify those involved in the text
- b. Action verb
- c. Descriptive word to give details about who, what, what, when, where, and how.
- d. The use of the past tense to retell the events.
- e. Conjunction and time connectives.
- f. Adverb and adverbial phrase.
- g. Words that show the order the events.

The purpose of recount text is to list and describe past experiences by retelling events in the order to retell events with purpose of either or entertaining their audience (or both).

b. Personal Recount Text

According to Barwick (1999), Personal recount text retells activity that the writer or speaker has experienced. It has personal experience and emotive comments, anecdotes added and take the form of oral story, a letter or a diary. It was written in the first person using personal pronouns, I and we. Details of who, what, when, where and why are included. In addition, Derewianka (1990), states the specific purpose of the personal recount text is to retell an activity that the writer

or speaker have been personally involved in the story such as oral anecdote, and diary entry.

Example of personal recount text (Rosyadi: 2011) :

Table 2.3 Example of Personal Recount text

Orientation	<p style="text-align: center;">VISITING BALI</p> <p>On the last summer, My friend and I were planned to spend holiday in Bali. We stayed in Kuta on arrival. We spent the first three days swimming and surfing on Kuta beach. We visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.</p>	<p>Containing descriptive words (whom, when, where) The use of circumstantial of place and time</p>
Record of events	<p>On the day of the tour, My friend and I drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then we returned very late in the evening to Kuta.</p> <p>The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.</p>	<p>The use of conjunction to connect one sentence to others.</p> <p>The use of word that shows the order of events.</p>
Re-orientation	<p>Our ten-day-stay ended very quickly beside ours two tours, all ours day was spent on the beach. We went sailing or</p>	<p>Evaluative</p>

	surfboarding every day. We were quiet satisfied.	
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Based on the example of personal recount above the students are expected to understand the context of the text. Students are able to find the main idea, purpose, structure organization of the text and specific information from the text. It could help the students increase their reading habit and understand about new materials. Students also can differ the differences of text based on the organization of the text.

D. Click and Clunk Strategy

1. Definition of Click and Clunk

Click and clunk is strategy that teaches students to monitor their understanding during reading, and use fix-up strategy when they realize their failure to understand text. Click and clunk strategy is a strategy implemented during reading with the purpose of teaching students how to monitor what they are reading and to identify the information that they know more about and information that causes students to experience difficulties in understanding (Vaughn and Klinger, 1999). Students use click and clunk while reading. Clicks refer to understandable parts of reading and clunks refer to complicated concepts, ideas and words. The main purpose of the click and clunk is to encourage students to pay attention to reading for understanding. According to Bender and Larkin (2009:182) Click and Clunk is a strategy that helps the students monitor their reading comprehension and

identify when they have difficulty to understand while reading. It means that strategy is needed to monitor students understanding and also their comprehension in reading a text.

According to Klingner and Vaughn (1998), the goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to portions of the text that make sense to the reader: "click, click, click" – comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, "clunk"– comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk. Students periodically check their understanding of sentences, paragraphs, and pages of text as they read. When students encounter problems with vocabulary or comprehension, they use a checklist to apply simple strategies to solve those reading difficulties.

Click and clunk is a teaching and learning strategy that students use to signal comprehension difficulties to themselves and the teacher. Students simply read silently and then say "click" for each word they understand (and again for each sentence or passage) and "clunk" whenever they encounter a word, phrase, sentence or passage that they don't fully understand. This study indicates that self-monitoring of comprehension and becoming aware of what it takes to make meaning can help students who have difficulty reading. Click, clunk is a self-monitoring strategy that helps students pinpoint where comprehension breaks down so they can go back and try to "fix up" their lack of understanding.

Conforming to those definitions of Click and Clunk strategy, it can be concluded that click and clunk is a strategy to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding.

2. Procedure of Click and Clunk strategy

Many students with reading and learning problems fail to monitor their understanding when they read. Clicking and clunking is designed to teach students to pay attention to when they are understanding – or failing to understand – what they are reading or what is being read to them.

Sadler (2001:4) states that the procedure of click and clunk strategy has some steps as follows :

- a. Students create two columns and label them “click and clunk”.
- b. Students read the passage, list what they really understand (click) and what they do not understand (clunk).
- c. As a group, discuss the “clunks” and try to clarify the information.
- d. This can be done through direct teacher instruction or by allowing students who understand the issue to explain it in the class.
- e. After covering the material, discuss the “click and clunk” list again to see if all the clunk items can be move to click.
- f. Any terms remaining in the clunk column should be explained further.

The students are asked to make two columns and label them “click” and “clunk”. They are asked to read the passage and should list what they understand in the column “click” and write they do not understand in the column “clunk”. To

make students more understand about the passage, they could discuss it in a small group. They could discuss about the “clunk” and try to clarify the information. Click and clunk allows readers to identify where they are having difficulties and it allows us to pinpoint what readers do not understand. It is a signal to re-read and think about a sentence or a text a bit more to try to figure out what the writer may have meant. The strategy also serves as a signal to identify difficult words and to highlight them so they can be looked up and studied.

3. Fix-up Strategy to solve the students’ Clunks

Fix-up strategy is the four specific during-reading strategies of “Click and Clunk” that students use to clarify the meanings of their clunks. Fix-up strategy require the reader to self-monitor. Self-monitoring is when readers are aware of their own mistakes. They listen to their own voice and analyse what they are reading and correct their pronunciation of words. It usually involves rereading to get it right. According to Collect (2002), using fix-up strategy while reading similiar with revising while writing to make ideas more clear. It means, that fix-up strategy help students easy to perceive the meaning from the text they are reading. The explicit instruction in the fix-up strategy helps students monitor their own comprehension and makes them more aware when understanding break downs. It is important for students to learn ‘fix-up strategy’ to use when they find themselves not understanding the text they are reading. Fix-up strategy is used when the text does not make sense.

The procedures of fix-up strategy:

- a. Reread the sentence with the clunk and look for clues to help readers figure out the unknown word. Think about what makes sense.
- b. Reread the sentence before and after the clunk looking for clues about the unknown word.
- c. Look for a prefix or suffix in the unknown word that might help readers figure it out.
- d. Break the word apart and look for smaller words that readers already know.

The students are asked to re-read what they just read, but they do not just keep reading. Next, they have to read out loud (say the words out loud). Then, use context clues, use the words around it to figure out a word or its meaning. Students are asked to look up a word they do not know, they can use pocket dictionary to find out the means. Next, students have to ask themselves questions such as, “what did that just say?”. Then, put together what they just read with what they have already read. students have to make connections (think about what they know). Students have to reading slowly because, understanding takes time.

The researcher concludes that fix-up strategy is use to clarify the meaning after doing click and clunk strategy. Fix-up strategy focusing on self-monitoring comprehension. It can help students to monitor their reading mistakes or something that can make them bad in reading.

1. The Advantages of Click and Clunk strategy to reading comprehension

According to Standish (2005: 51), The advantages of click and clunk strategy are as follow :

1. The students can understanding unfamiliar text easily.
2. It can enhancing students statification with their leaning experience.
3. Helping students develop skills in reading comprehension and oral communication.
4. Developing students social skills.
5. Promoting students self-esteem.
6. It can help to promote positive relation.
7. It also help students to figure out their break understanding about something they have read before.
8. It can make students more aware with their own mistakes, especially a words or sentence that they do not undertsand, they can try to find out the meaning by themself
9. Developing students' vocab in appropriate way.
10. Students get the way to learn a new word by themself.
11. can use the strategy on thei own as well as they read silently.
12. Coorporative learning concept in click and clunk promotes students to be active collaborative.

E. Previous Studies

In this sub chapter, the researcher presents related studies to Click and Clunk in terms of reading comprehension. There are previous studies as stated below:

In 2013, Karabuga and Kaya, 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. In their research, they are used descriptive and experimental research with two groups who conveniently selected from 15 classes. The population is 40 prep-class undergraduate university students. It is concluded that Click and Clunk strategy has no important effect on students reading comprehension, and it deals with the vocabulary instead.

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. In her research, she used quasi experimental research. The researcher used cluster sampling. The population is the eleventh grade of senior high school students. The result showed that click and clunk strategies can effectively be used to enhance the students reading comprehension than story impression.

In 2015, a research by Rahman has investigated the implementation of Collaborative Strategic Reading (CSR) and its effects on students' reading comprehension. The research aimed to find out: (1) the students' attitude toward CSR in teaching-reading comprehension and (2) the role of CSR and its affects on

students' reading comprehension. This research are used an experimental research with experimental group and control group. The respondents are 40 students of senior high school. The study reveals that the implementation of CSR has a significant effect on students' reading.

Moreover, a research conducted by Kristanto (2015) who examined the implementation of teaching reading comprehension by using click and clunk strategy. This study used descriptive qualitative research. The subject of the study of the research was the eleventh grade of English teacher. The result showed the teacher used click and clunk strategy in order to teach students' vocabulary effectively.

Then, a research conducted by Sudarsono and Salam (2016) who investigated the effectiveness of collaborative strategic reading (CSR) for teaching narrative reading. This research are used an experimental research with experimental group and control group. The data was taken by measurement test using multiple choices with 5 options. It consists of 30 items. Treatments were given twice to ensure that there is no simple judgement of the effectiveness using the technique. The respondent of the research is two class of second grade of senior high school which is 39 students in class control and 39 students in class experimal. The result showed that CSR effectively be used in teaching reading comprehension in narrative text.

Based on previous studies, it has the similarities and differences term. The similarities are mostly conduct CSR to help the students reading comprehension and help students to find their difficulties in reading. The differences are mostly in

case of the object, subject and the topic of reading that worked by the students. Then, the researcher is curious to use click and clunk strategy, which is important step in implementing csr. The stages to conduct this strategy some are modified and the focus of writing text is changed with recount text. The sample of research is the second grade students of junior high school and investigating their reading comprehension in recount text.