

**THE EFFECT OF SMART (SELF MONITORING APPROACH TO READING AND THINKING) STRATEGY ON VIII GRADE STUDENTS' READING COMPREHENSION AT MTS BAITUL ARQOM BALUNG IN THE ACADEMIC YEAR 2015/2016**

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**Keyword:** Reading comprehension, Smart (Self Monitoring Approach to Reading and Thinking) Strategy

To comprehend the text well you must know the precise meaning of the word as it is being used. However, there are some difficulties that always appear while they read a text such as the lack of vocabulary, the difficulty to understand the meaning of the text given by the teacher, the students do not have good motivation to read

Therefore, to face this common problem there must be some ways and solutions to improve the students' reading comprehension achievement through the available teaching method, in this case the researcher used SMART (Self Monitoring Approach to Reading and Thinking) Strategy.

In this research, the problem which are investigated is to know whether there is significant difference of students' achievement in reading comprehension before and after being taught by using Self-Monitoring Approach to Reading and Thinking strategy. Based on the research problem, the hypothesis of this research is described as follow : Using SMART (self monitoring approach to reading and thinking) strategy has a significant effect on students' reading comprehension

The kind of this research is Experimental research. The research design is quasi experimental design nonrandomized pre-test and post-test control group design. This research was held on May 23rd, until May 28th, 2016. The research instrument that had been used is objective test, consist of 20 multiple choices for pre-test and 20 multiple choices for post-test. To analyze the data, is used t-test.

After analyzing the data, the result of this research shows the value of t is 4.74 with significance level of 5% and 1 % with the degree of freedom 49 were 1.67655 and 2.40489. it can be seen that the group which taught SMART (self monitoring approach to reading and thinking) strategy get better score than those who are not. So, the null hypothesis (Ho) is rejected and the alternatif hypothesis (Ha) is accepted. It can be concluded that using self monitoring approach to reading and thinking strategy has significant effect on the eight grade students' reading comprehension at MTS Baitul Arqam Balung in the 2015/2016 academic year.

**KEEFEKTIFAN DARI SMART (SELF MONITORING APPROACH TO READING AND THINKING) STRATEGI PADA PEMAHAMAN MEMBACA KELAS VIII DI MTS BAITUL ARQOM BALUNG TAHUN AKADEMIK 2015/2016**

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**Kata kunci** : Pemahaman membaca, SMART (Self Monitoring Approach to Reading and Thinking) Strategi.

Untuk memahami bacaan dengan baik kamu harus mengetahui makna yang tepat dari kata yang telah digunakan. Selain itu, ada beberapa kesulitan yang nampak ketika membaca seperti kurangnya kosakata, kesulitan dalam memahami makna bacaan yang di berikan guru, tidak ada memotifasi siswa dalam membaca.

Oleh karena itu, untuk menghadapi permasalahan ini ada beberapa cara dan solusi untuk meningkatkan pencapaian pemahaman siswa dengan menggunakan metode pembelajaran yang sesuai, dalam hal ini peneliti menggunakan SMART (Self Monitoring Approach to Reading and Thinking) Strategi.

Dalam penelitian ini, masalah diteliti untuk mengetahui apakah ada atau tidak perubahan yang signifikan dalam menggunakan SMART (Self Monitoring Approach to Reading and Thinking) Strategi pada pemahaman membaca siswa kelas delapan di MTs Baitul Arqom Balung tahun ajaran 2015/2016. Berdasarkan rumusan masalah penelitian, alternatif hipotesis pada penelitian ini di diskripsikan sebagai berikut : ada perubahan yang signifikan pada penggunaan SMART strategi dalam pemahaman membaca siswa kelas VIII di MTs Baitul Arqom Balung tahun ajaran 2015/2016. Sedangkan null hipotesis di diskripsikan sebagai tidak ada perubahan yang signifikan pada penggunaan SMART strategi dalam pemahaman membaca siswa kelas VIII di MTs Baitul Arqom Balung tahun ajaran 2015/2016.

Jenis Penelitian yang digunakan adalah eksperimen. Desain penelitian ini adalah quasi experimental design nonrandomized pre-test and post-test control group design. Penelitian ini dilakukan 23 mei, sampai 28 mei, 2016. Instrumen pada penelitian ini menggunakan objektif tes, yang terdiri dari 20 soal pilihan ganda baik untuk pre-tes maupun pos-tes. Untuk menganalisis data, menggunakan t-test.

Setelah menganalisis data, hasil dari penelitian ini menunjukkan bahwa hasil t-test 4.74 dengan taraf signifikansi 5% and 1 % dan degree freedom(df) 49 adalah 1.67655 dan 2.40489. dapat dilihat bahwa kelas yang diajarkan dengan menggunakan SMART (self monitoring approach to reading and thinking) strategi mendapatkan nilai lebih baik daripada kelas yang tidak. Jadi, null hipotesis (Ho) ditolak dan alternatif hipotesis (Ha) diterima. Sehingga dapat di simpulkan bahwa menggunakan self monitoring approach to reading and thinking strategi memiliki perubahan yang signifikan pada pemahaman membaca siswa kelas di MTS Baitul Arqam Balung tahun ajaran 2015/2016.

## INTRODUCTION

Reading comprehension is an active process a reader makes to construct meaning from a text. The difficulties were understanding the word and sentences in texts, cannot get the point or information when they read the text, they did not interested with text and they thought that reading was boring activity. In overcoming these problems, the researcher proposed a method of teaching reading which was more effective on students' reading comprehension. The method is Self Monitoring Approach to Reading and Thinking (SMART). SMART is an alternative method that teachers can apply in reading classroom. Buehl in Syafi'i states (2015:105) Self Monitoring Approach to Reading and Thinking strategy is a strategy in teaching reading that helps students to get idea based on the premise that successful reading begins with recognizing what is understood and not understood in a passage. Based on the problem above, it was taken a title of this research "The effect of SMART (self monitoring approach to reading and thinking) strategy on VIII grade students' reading comprehension at mts baitul arqom balung in the academic year 2015/2016".

## RESEARCH METHOD

Kind of this research is Experimental research. Experimental research is the way to look for the relation cause and effect between two variables (Arikunto, 2010:9). The research will be conducted at MTs Baitul Arqom Balung. This research uses class VIII A and VIII B as the sample, VIII B the control group and VIII A as the experimental group. The design of the research is quasi-experimental design, nonrandomized control group, pretest-posttest design. Ary et al (2010:316) state that "The non randomized control group, pretest-posttest design" is one of the most widely used quasi-experimental designs in educational research.

Design of the research:

Group	Pretest	Independent Variable	Posttest
E	$Y_1$	X	$Y_2$
C	$Y_1$	-	$Y_2$

Notes :

- E : experimental group
- C : control group
- $Y_1$  : pre-test
- $Y_2$  : post-test
- X : treatment

Ary et. al, (2010:316)

The test was given in the form of multiple choice. It was intended to measure the students' reading comprehension in findings the aspects of reading. The aspects of reading score of narrative text that were evaluated included Main idea, Specific information, Reference and inference. The test consisted of 20 items for pre-test and 20 items for post-test.

## THE RESULT OF THE RESEARCH

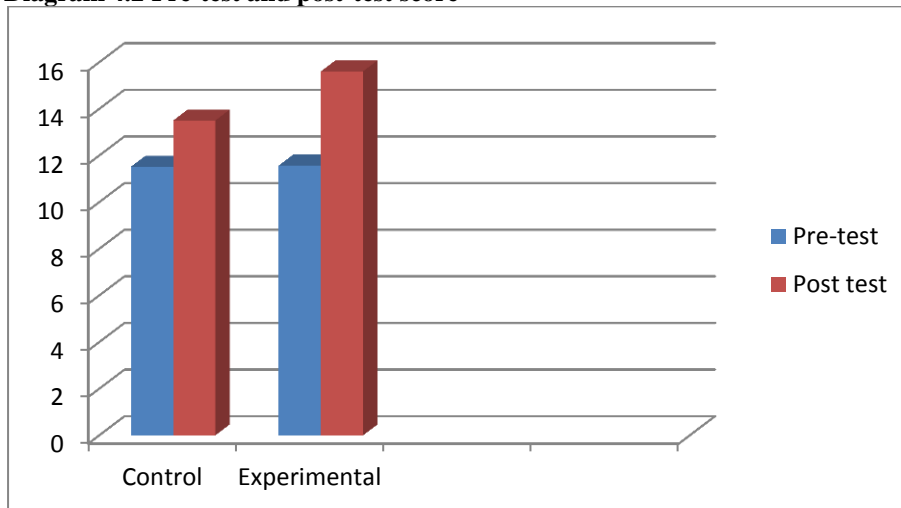
The research was held at 23<sup>rd</sup> May 2016 until 28<sup>th</sup> May 2016 . The following table were the results of pre-test and post-test score.

**Table 4.1.1 Pre-test and post-test score**

Group	Pre-test	Post-test	Mean Difference
	Total	Total	
Experimental	301	406	4.03
Control	288	348	2.4

The total of pre-test score of control group was 288 and the post-test score was 348. The total of pre-test score of experimental group was 301 and post-test score was 348. The result of data analysis for experimental group showed that the mean difference of pre-test and post-test was 4.03 and for the control group it was found the mean difference of pre-test and post-test was 2.4. The following diagram was the result of the mean of pre-test and post-test score.

**Diagram 4.2 Pre-test and post-test score**



The mean score of pre-test result of experimental group was 11.57, post-test was 15.61 and the difference was 4.03. The mean score of pre-test result of control group was 11.52, post-test was 13.92 and the difference was 2.4. After that, it could be seen the deviation for experimental group was 32.96 and control group was 42. The result from t-test formula was 4.74. After that, the degree of freedom (df) was calculated and the result was 49. In the table, t-test at significance level of 5% and 1% with the degree of freedom 49 were 2.00 and 2.67 the result showed that t-test was higher than t-table ( $4.74 > 2.00 > 2.67$ ).

## HYPOTHESIS TESTING

After analysing the result of data, the next step was testing the hypothesis in order to know whether the hypothesis was accepted or rejected. To test the hypothesis, t test formula was applied. The value of the t-test was consulted with the t-table in the significance level of 5% and 1% to know whether it was significant or not. The data analysis of t-test was 4.74, while the value of t-table with the significance level of 5% and 1% with the degree of freedom 49 were 2.00 and 2.67. Based on the data above, the value of the t-test was higher than the value of t-table. So, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It means, there is significant effect of using SMART (self

monitoring approach to reading and thinking) strategy on students' reading comprehension in teaching english narrative text to VIII grade students of MTS Baitul Arqom Balung in the academic year 2015/2016.

## DISCUSSION

The result indicates that using self monitoring approach to reading and thinking strategy is able to make the students understand more in reading comprehension of the text. Teaching reading comprehension by using self monitoring approach to reading and thinking strategy made the students had a great enthusiasm to learn and being active when the researcher asked about material. It was because the students really understood what they read and they know which part they did not understand in the text so they could find the solution itself by using dictionary, asking their classmates or researcher. In other hand, it was effective to motivate the students in learning English and to make them enjoy and relax learning English in the positive atmosphere. Moreover, it was supported by some previous studies that have explains above that self monitoring approach to reading and thinking strategy can improve students' reading comprehension. So, this research is relevant to solve the problem of the research.

## CONCLUSION

Considering the result, it can be concluded that using self monitoring approach to reading and thinking strategy has significant effect on the eight grade students' reading comprehension at MTs Baitul Arqom Balung in the 2015/2016 academic year.

## SUGGESTION

This suggestion are given to students, teacher and future researcher.

### 1. The Students

The students have to concentrate more on teaching learning process in the classroom. The students need to improve their reading. After being taught by using self monitoring approach to reading and thinking strategy, the students improve their achievement in reading comprehension of text. The students can understand a particular of text. So, the researcher recommended to use self monitoring approach to reading and thinking strategy when they are learning about reading comprehension text.

### 2. The English Teacher

Based on the result of the research, self monitoring approach to reading and thinking strategy was effective strategy in teaching reading comprehension at Junior High school. This strategy can help the english teacher to improve the students' achievement in reading comprehension. The researcher suggested the teachers to use self monitoring approach to reading and thinking strategy for teaching reading in order to make the students easier understand the reading text.

### 3. Future researcher

This research is not perfect, it is suggested for the future researchers to conduct a similar study in other levels of the students such as Senior High School and University to see whether this strategy is effective for improving the students' ability in reading comprehension. The future researcher could use self monitoring approach to reading and

thinking strategy with different methods or design. The researcher hopes that this study can be used as an additional reference for the other research.

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