

CHAPTER I

BACKGROUND OF THE RESEARCH

1.1 Background of the Research

Reading comprehension is an active process a reader makes to construct meaning from a text. This process consists of using an interaction between a prior knowledge and vocabulary, and drawing inferences from the different words and expressions the writer uses, in order to comprehend information, ideas and viewpoints. Reading comprehension skill shows the ability of someone to understand the meaning of the text. Wagne, Schatschneider and Phythian-Sence (2009:144) stated that reading comprehension was also an inter- active process: The meaning of the text constructed so far will influence the meaning assigned to an individual word or sentence.

In the learning process, there are many problems that are faced. Some difficulties faced by the eight grade students of MTS Baitul Arqom Balung in studying English reading comprehension are: (1) the lack of vocabulary. It influences when the students read the text, they will feel difficult to understand the text. (2) The difficulty to understand the meaning of the text given by the teacher. Usually, they need teacher's help to read word by word or sentence by sentence. (3) The students do not have good motivation to read because the text is not interesting and the students feel that reading activity is boring. So, the students become passive and lazy to read exactly to read a book.

There are many weakness of students reading comprehension, the English teacher of MTS Baitul Arqom Balung informed that students in the eighth grade still had problem with reading comprehension, and the teachers still have many problems in teaching reading , such as the way of teaching, the suitable material and good condition in order to make students comprehend the lesson.

In overcoming these problem, the teachers need strategies or technique in order to overcome the problem. Westwood (2001:10) stated that a strategy could be defined as a mental plan of action designed to achieve a specific purpose. Teachers should be aware of the strategy to the teaching of reading in order to make the students active and understanding in reading text. The researcher used Self Monitoring Approach to Reading and Thinking (SMART) strategy to solve the problem because SMART strategy is an effective strategy in teaching reading comprehension and the English teacher of MTS Baitul Arqom Balung also informed that SMART strategy had never been applied by the English teacher in teaching reading comprehension.

According to Buehl in Syafi'i (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. So, Self Monitoring Approach to Reading and Thinking is based on the idea that effective reading starts with recognizing what is understood and not understood in a particular text.

There are some research findings that SMART strategy can help student in understanding text. Based on the experimental research result done by Fitriyah (2014), there was a significant effect on students' reading comprehension. The

students of the seventh grade who were taught by SMART strategy got better reading score as compared to the students who were taught without strategy. Based on the research result done by Suryaningsih (2013) entitled “ The Effectiveness of Self Monitoring Approach to Reading and Thinking (SMART) to Teach Reading Viewed from Studenta’ Self-esteem” , it was found that SMART strategy were able to help students improve their reading comprehension in getting main idea. This result of the research also provided that the used of SMART strategy is useful to increase students’ interest and enrich their learning experience.

SMART strategy can help the students become better at monitoring their comprehension. The students can understand the story well by identifying what is understood and not understood in a passage. Teacher should also help the students to understand the material. This chosen strategy not only promotes reading comprehension but also provides opportunities for students to learn to monitor their own understanding.

Therefore, the researcher is interested to conduct a research entitled : “The Effect of 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”.

1.2 The Research Problem

Based on the background of the study above, the research problem is formulated as “Is there any 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?”

1.3 Objectives of the Research

The purpose of the research is to know whether there is or there is no any 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.

1.4 The Operational Definition

1.4.1 Self Monitoring Approach to Reading and Thinking Strategy.

Self Monitoring Approach to Reading and Thinking Strategy is a strategy in teaching reading comprehension based on the premise that successful reading begins with recognizing what you understood and did not understand from a passage.

1.4.2 Reading Comprehension

Reading Comprehension refers to a process of constructing meaning to involve the reader in connecting information from the written message with previous knowledge to arrive at understanding meaning. This process which consists of using an interaction between a prior knowledge and vocabulary, and drawing inferences from the different words and expressions the writer uses, in order to comprehend information, ideas and viewpoints.

Reading comprehension skill shows the ability of someone to understand the meaning of the text, getting main idea and specific information, and finding reference and inference in a text.

1.5 The Research Significance

The researcher hopes that the result of the study gives contribution to:

1. The teacher

The researcher hopes this research gives the solution for the teacher to make their teaching effective and can inspire the teacher to improve their knowledge about strategy of teaching English especially in teaching reading for Junior High School.

2. The students

It is useful for students to improve their reading comprehension and the students will get new experience and knowledge in studying reading skill. Hopefully, applying Self Monitoring Approach to Reading and Thinking Strategy can motivate the students to read more, understand the text easily and improve their ability in reading because this strategy is fun and enjoyable.

1.6 Scope of the Research

This study was conducted at MTS Baitul Arqam, Balung, focusing on the process of teaching and learning reading using Self Monitoring Approach to Reading and Thinking strategy. The type of the text is narrative text. The limitation of this research is that the subjects of this study are VIII grade students of MTS Baitul Arqom, Balung.