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# **THE EFFECTIVENESS OF SELF MONITORING APPROACH TO READING AND THINKING (SMART) STRATEGY ON STUDENT READING COMPREHENSION**

## **A THESIS**

Submitted to the English Language Teaching Department, *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon in Partial Fulfillment of the Requirements of Undergraduate Degree

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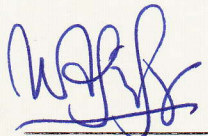

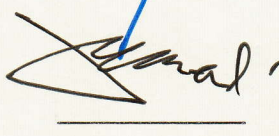
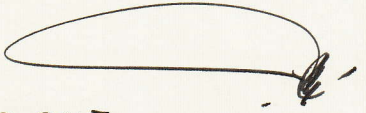



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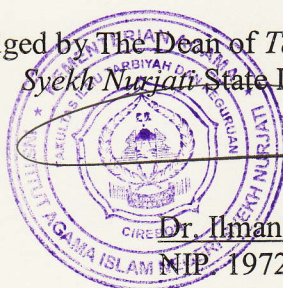
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## RATIFICATION

This thesis which entitled " **THE EFFECTIVENESS OF SELF-MONITORING APPROACH TO READING AND THINKING (SMART) STRATEGY ON STUDENT READING COMPREHENSION**" written by **Eka Rosdiana**, student numbers **1901210002**, has been examined on 30 June 2015. It has been accepted by the board of examiner. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati State Islamic Institute Cirebon*.

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## ABSTRACT

Eka Rosdiana. 14111320092. *The Effectiveness Of Self-Monitoring Approach To Reading And Thinking (Smart) Strategy On Student Reading Comprehension. Thesis.* English Language Teaching Department at Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon. Supervisor: Dr. Ilman Nafi'a, M.Ag and Wakhid Nashruddin M, Pd.

Reading is one of the fourth most important skills in language learning. However, many students have difficulties in learning English, especially reading comprehension. Some difficulties in learning English are student usually boring, sleepy, limited motivation in learning process especially in learning reading because sometimes there is teacher who teaches for student in the learning only focus on teacher center, etc. In the condition there is solution in learning reading process to understand written in a text in this school. According to Buehl (2001:130) in Masnunatul (2014) said that 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.

The aim of this study were: (1) to know that students learn reading by using the SMART Strategy has better reading skill than students who learn reading using conventional method. (2) to know student feeling towards Self-Monitoring Approach to Reading and Thinking (SMART) strategy in learning reading comprehension.

This research method is quantitative research, by used True Experiment design namely of Control group pre-test-post-test. the population of this research are all the students in eleventh grade of SMK Al-Hidayah, the sample of the research are students in XI TKJ and XI TKR that consist of TKJ are 35 students and TKR are 30 students. The techniques of collecting data are observation, questionnaire and test.

The result findings shows that the response of students to the application of SMART strategy because the data not normal researcher use test non parametric with SPSS 16, after computing Chi-Square it is found that both of them there are not significant and based on output SPSS 16 significant in test Chi-square that value asymp. Significant in experiment class is  $0.362 > 0.05$ . So, null hypothesis ( $H_0$ ) accepted the alternative hypothesis ( $H_1$ ) is rejected. It means that there is no significant different score of students' achievement in reading comprehension before and after taught using Self-Monitoring Approach to Reading and Thinking strategy with student by using conventional method. And then in control class based on output SPSS 16 significant in test Chi-square that value asymp. significant is  $0.011 > 0.05$ . It means that null hypothesis ( $H_0$ ) accepted the alternative hypothesis ( $H_1$ ) is rejected.

So, although respond of student feeling toward SMART strategy was good but the result of data there is no significant different score of students' achievement in reading comprehension before and after taught using conventional method. It means that students who learning by using Self-Monitoring Approach to Reading and Thinking not better than conventional method at grade eleventh of SMK AL-Hidayah Kota Cirebon). So, students who learning by using SMART strategy not better than conventional method at grade eleventh of SMK AL-Hidayah Kota Cirebon.

Keywords: *Self-Monitoring Approach to Reading and Thinking, reading comprehension.*



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## CHAPTER I INTRODUCTION

This chapter discusses about the background of the problem, identification of the problems, the limitation of the problem, question of the research, aim of the research, the significance of the research.

### A. The Background of the Problem

Reading is one of the fourth most important skills in language learning. When students haven't interest to read, people left behind of information in the world. Reading has always been an important skill for university students in order for them to gain access to knowledge in the academic books, Shazila Abdullah, at all (2012:233). By reading people can improve the knowledge and job prospects in a globalized society. Therefore, when the students learn to read, they should be able to comprehend the readings text during the process of reading. In learning reading especially in English foreign language is essential not only for promoting the students personal and cognitive development, but also for improving their study and job prospects in a globalized society (Putri Dian Purnami Karang, 2014).

Reading activity is important skill And the other stated by Cahyono, at all (2006:36) that "the teaching of EFL Reading Skills in reading and learning information from texts written in English as a foreign language (EFL reading) constitute an important element of the establishment of English curriculum of secondary and tertiary schools (both English and non-English departments) in Indonesia". In school learning reading because it is important for student because in the media, news of the world surrounding us has information which benefit for reader. As state by: Christopher and David (2011: xvi) that reading can be thought of as a way to draw information from a text and to form an interpretation of that information.

Addition, As Allah reveals in Holy Qur'an about reading for suggestion in Surat Al- Alaq verses 1-5:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

The English translation of the above verses Muhammad marmaduke picktall:

1. Read: In the name of thy Lord Who createth
2. Createth man from a clot.
3. Read: And thy Lord is the Most Bounteous
4. Who teachth by the pen,
5. Teachth man that which he knew not.

People get information written of the text and also in the reading gives knowledge to understand what their read. As stated by Elizabeth S. Pang, Angaluki Muaka, Elizabeth B. Bernhardt and Michael L. Kamil (2003:6), reading is about understanding written texts. Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Christopher and David (2011:3). It means that understanding in a text is the main purpose in reading. Reading has many benefits for our life, people can see the window in the world by reading, reading also the ability to understand the information of written in the text such as in daily life such letter, magazine, newspaper, or genre text like procedure text, expository, narrative, report, descriptive, Recount text and the other kinds of reading text.

The English teaching syllabus of SMK states that reading is one of the most important of the four language skills. Therefore, the teacher needs to put an emphasis on teaching of reading. When students write about essay, article of course students have to reading first. It means that reading is important skill in education. The effectiveness to understand of reading comprehension skill is the essential developing students for language and literacy learning for student.





People have knowledge after reading the text in different cultures and ideas in the world. The teaching of reading as a foreign language in Indonesia can be generally included in the teaching of reading comprehension to improve the skills for learners, who have been able to read in their first language and in EFL to understanding the meaning of a written text.

Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head (Samuels, "the method of repeated readings" 169 in Duke and Pearson (2001: 422). Reading is comprehension. Comprehension is what reading is all about. Decoding without comprehension is simply work barking being able to articulate the word correctly without understanding its meaning (Duke and Pearson. 2001:423) and also effective comprehension is not only makes sense of the text they are reading, but they can also use the information it contains.

Factors that affect reading comprehension are the most important primary step in the process of education (Ali and Reyhaneh Bazrafshan, 2012: 3520). Many factors affect a child's ability to comprehend text. These include: motivation/purpose, vocabulary/word knowledge, automaticity of decoding, fluent reading, understanding and use of strategies employed by effective readers, the nature of the text itself (difficult and interest), the type or genre of text (e.g., fiction, nonfiction) the amount of reading (Duke and Pearson, 2001:423).

One of the efforts a teacher in learning especially in reading comprehension using method in order to student interest in learning reading, in order to be active, creative and understand in reading comprehension of the text. Since the 1990s, there is general agreement that no one method of teaching reading is suitable for all learners (Susan Lewis. 2007:3). Although not all of student can be suitable in the learning using the method. Therefore, students must be motivated to learn about reading. It is suggested that instructors do not only ask students to read but rather teach them how to read and get information in the text. Whereas guide reading in the learning is important as stated by Jeanne Biddulph (2002:2), guided reading is an important approach in literacy education. The



teacher should give some motivation in order to student can be success at school. If students have a habit in reading wherever, whenever they are, it means enable student admit that reading start in their life can be success. Being able to read accurately and fluently and with confidence and understanding, helps pupils to achieve high standards and gives them more opportunities for success at school as well as a start in life, the importance of which can't be overstated (Susan Lewis, 2007:1).

Metacognition is an area of research that offers effective learning techniques for students who do not automatically reflect on, evaluate, and address breakdowns in their learning processes or behavior (Butler, 1998 in Holly M, et all, 2009:27). In Metacognitive strategies such as self-monitoring, self-evaluation, self-instruction, and goal setting, as well as a combination of these strategies, can be used to support students who have difficulty managing their behavior (Holly M. Menzies, et all, 2009: 28). Self-monitoring is a two-stage process that involves observing and recording. Duke and Pearson (2001) adds that monitoring comprehension teaches children to self-monitoring are: to be aware of what they do understand, to identify what they do not understand, to use appropriate fix-up strategies to resolve the comprehension problems.

A teacher be able to increase motivation the overall quality of reading in student, it can help students to understand in reading ability. In learning reading process teacher should know how to student interest and increase in reading comprehension. Purposes for reading are reading to search for simple information, to skim quickly, to learn from texts, to integrate information, to write (or search for information needed for writing), to critique texts, and reading for general comprehension (Christopher and Hall (2011:6). In foreign language learning reading is likewise a skill that teachers simply expect learners to acquire (Brown, 2003:185). Teacher should be creative to give stimulus a motivation of student in learning. In reading the students are required to be able to read. Through reading, students can get knowledge. Therefore, reading cannot be separated in studying and learning process in the class.



Self-monitoring Approach to Reading and Thinking (SMART) strategy students to solve the problem in teaching reading can be activate their own personal background knowledge, predict about the information they expect to find in the reading material, and take notes related to the information gained. As affirm by Duke and Pearson, 2001;449) these three points could be made into a classroom poster to support self-monitoring: Good Readers think about the meaning, all readers make mistakes, good readers notice and fix most mistakes. SMART (Self-Monitoring Approach to Reading and Thinking) strategy helps students become better readers and helps teachers to be more interactive in their teaching. As stated by (Fitriyah and Masnunatul, 2014:5) that this strategy not only promotes reading comprehension but also provides opportunities for students to learn to monitor their own understanding of text. So, Self-Monitoring Approach to Reading and Thinking is effective reading starts with recognizing what is understood and not understood in a particular text.

Research about reading has increase by time. At least in reading there are two areas that can be reviewed. Those are reading comprehension and reading strategy. Reading strategy is focus on the students' achievement in reading (2006), Linda Sari (2013), Fathoni, ahmad (2012), Husna (2010), Kellie sue (2001). While reading comprehension is focus on the students' in reading text that has been investigated Perfetty (2007), Lahuer (2013), Ali Khalkhali (2012), Nanda (2012), Yousif Aalshumaimeri (2001). This research will focus on reading comprehension.

Although reading is very important but students still have any difficulties in mastering reading, in SMK Al-Hidayah Cirebon city the researcher find that students are not understand in the meaning of text and lacking in reading English. Many techniques have been used, but student still cannot read properly the result of that students have problems on reading comprehension. After observer in some students on Sunday, 18 March 2015 of eleventh grade students in SMK Al-Hidayah Cirebon City have problems by several factors. First, student inability to read English because sometimes in among activity of reading there is words who not understand. The second, students have difficulty in understanding English



word or sentence in English. Third, the students have difficulty in finding the main idea of the text. Fourth, students are not accustomed to practice reading in the classroom and everyday life. And the last teachers could not find the right method to provide materials for students to learn and quick understanding the material presented.

Based on factors that are mentioned above the biggest problem is how to choose appropriate technique or method because student can easily get bored or sleepy if teacher presents material with conventional method especially in learning reading. In the condition there is solution in learning reading process to understand written in a text in this school. According to Buehl (2001:130) in Masnunatul (2014) said that 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. SMART (Self-Monitoring Approach to Reading and Thinking) strategy it can help children self-monitor their comprehension, teachers can introduce the question mark when not understand in the meaning of text, and check mark when understand of meaning in text. As stated Joseph SMART strategy is designed to facilitate remembering via understanding.

This strategy the purpose of implementing it will help student interest at SMK Al-Hidayah Kota Cirebon and student can be active in learning reading. SMART (Self-Monitoring Approach to Reading and Thinking) strategy can help students become familiar with the structure of informational text, especially in Reading of Procedure text.

Based on the background above, the writers is interested in conducting a study entitled “*The Effectiveness Of Self-Monitoring Approach To Reading And Thinking (SMART) Strategy On Student Reading Comprehension*”. This research is intended to find out if there is any significant effect in applying Self-Monitoring Approach to Reading and Thinking strategy on student achievement in reading.





## B. The Identification of the Problem

Based on the background that has been discussed, researcher will be identification the problems in order to the research focus on the study. Many factors are:

- a. Students cannot combine their prior knowledge with the information stated in the text so it will be very difficult for them to comprehend the text they read because sometime teachers are not focus on teaching a skill for every meeting the students have difficulty in finding the main idea of the text they read.
- b. Many children have not had experiences that make them “love” reading (Donna Ogle, 2008). Second, teachers could not find the right method or technique to provide materials for students to learn and quick understanding the material presented.
- c. Student usually boring, sleepy, limited motivation in learning process especially in learning reading because sometimes there is teacher who teaches for student in the learning only focus on teacher center, so the student became passive in the class.
- d. Student know that teacher teaches by using conventional approach it make student not focus in learning process, lazy in learning because there are statements more than 2400 years ago said that: when I listen I forgot, when I see I remember, and when I do I understood (Melvin L. Silberman, 2006. P. 23), there are three statements above talking about student need of learning active.
- e. Student need learning creative and active for student needed.
- f. Student will be forget about lesson in class when in the learning only teacher be active, there is no action from student because student also many thinking during they listen what a teacher spoken in the class. In the event, there is teacher over to speak in order to student not concentrated. Although the material is interest, concentrate on learning for long time is not easy.



- g. Students low in braving of student to ask questions in lesson of reading so that result of lesson very low.
- h. Students not interest in reading, because lack in vocabulary whereas according to Elizabeth, Muaka, Bernhardt and Kamil (2003:12) that vocabulary is crucial to reading comprehension.
- i. The area not supported to read, example limited collect the books and then the book who read not interest such in content which so high in words. So, make student lazy to reading again. Without motivation from their selves it is impossible to interest in reading.

Based on factors that are mentioned above the biggest problem is how to choose appropriate technique or method because student can easily get bored if teacher present material with traditional technique. In this way the researcher chooses SMART (Self-Monitoring Approach to Reading and Thinking) strategy to be effective in learning activity to develop in reading comprehension because this strategy help children self-monitor their comprehension, teachers can introduce the “click or clunk strategy to make sense of the text in Duke and Pearson (2001).

### C. The Limitation of the Problem

Remember in delimited of the problem the writer just limits about the students difficulties in reading comprehension and also is supposed to the problem in the process of learning, and then researcher will give motivation for students because that reading is one of skill which important in language. Based on syllabus at SMK is about standard competence in reading states that students are expected to be able to comprehend the meaning of both interpersonal and transactional written text formally as well as informally in the form of Procedure the topic about “tell me how to operate this machine and how cell phones work” (Goal/aim, material/tool, step and procedure), often using imperatives/orders (turn on lamp, put the rice etc.,) and language feature (present tense), sequences (first, second, third etc.) It means that in reading skill, they are expected to be able to get some



knowledge and information from the text. But researcher will focus on the topic a Procedure text.

In limitation research only help student to understanding of the information text and measure reading comprehension student in learning process. So, researcher using Self-Monitoring Approach to Reading and Thinking (SMART) will help students develop to engage actively with content of those texts, think about the content and also understand in the text and enjoy in classroom. The material is about Procedure text in syllabus at Eleventh Grade of SMK Al-Hidayah, can see in Appendix 4. In the school, researcher just research in the school of students at Eleventh Grade of SMK Al-Hidayah Cirebon City in three months from March until Mei. Because students difficult to learning reading especially to understand on Procedure text. Students know that teacher teaches by using conventional approach it make student not focus, difficulty to understand in the content, so that they get difficult in learning reading. This limitation of this research is that the subjects of this study are XI TKJ and XI TKR class at SMK Al-Hidayah Kota Cirebon which consists of 85 students.

#### **D. The Questions of the Research**

Based on the limitation of the problem in reading comprehension above, researcher will makes the question of the research as follow:

1. Do Students learn reading by using the Self-Monitoring Approach to Reading and Thinking (SMART) Strategy has better reading comprehension than students who learn reading using conventional method?
2. How does student feel towards Self-Monitoring Approach to Reading and Thinking (SMART) in learning reading comprehension?



## E. The Aims of the Research

This Research Aim as follow:

1. To know that students learn reading by using the Self-Monitoring Approach to Reading and Thinking (SMART) Strategy has better reading skill than students who learn reading using conventional method.
2. To know student feel towards Self-Monitoring Approach to Reading and Thinking (SMART) strategy in learning reading comprehension.

## F. The Significance of the Research

Theoretically, Buehl (2001:130) in Masnunatul (2014) said that 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.

And Practicality, The teacher models the process during shared reading, children then read a text silently in small groups or pairs, at the end of each paragraph or page, children place a checkmark (on sticky note) if they understand what they have read, a question mark (on sticky note) if they do not (some teachers prefer the question mark only), after they have completed the reading, children go back and reread text with question marks (do they understand it now?), If still confused, a child identifies what he or she thinks might be, the problem (e.g., a word, the sentence), the child discusses confusion with a friend or teacher. (What strategies could they use to solve the problem?), once the confusion is overcome, the child changes the question mark to a checkmark (Rhodes and Shanklin 256 in Pearson and Duke. 2001: 450).

The researcher hopes that the result of the study gives significant for:

1. To Researcher

In this research it can be used by researcher to developing in reading ability and know the failed or success in learning process. If this research to be success of course be happy because it will give many benefits for researcher to teach in school by using SMART strategy.





## 2. To Students

If this research have positive value and good influence to teach in learning process, so this product can be useful to all of the students in learning process especially in reading comprehension. Student can be understood in study because this approach also can be used to developing in reading through SMART strategy student will be success to reading comprehension.

## 3. To Teacher

This method can be used for teacher to teaching English in the school in learning process, if this research there is good respond influence on study in the school in order to substituted from conventional method became excellent method in teaching reading to understand of the text.

## 4. To School

Researcher hope this strategy used by teacher in schools to teach reading comprehension because of there is a research about technique in developing of reading ability can give benefit for schools especially to school as place of the research.

## 5. To Universal

Actually this research can used to universal society, such us: children, adult, teacher, students, and other people when they want to reading book or understand in text by own at home. Based on the problem above, the writer would like to conduct a research by applying Self-Monitoring Approach to Reading and Thinking (SMART) strategy to overcome the problem in learning of reading.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents two points, conclusion and suggestion based on research findings and discussion presented in the previous chapter.

#### A. Conclusion

After the researcher conducted the research, the researcher concludes that as follow:

1. Based on the analysis use Microsoft excel, the mean score of reading comprehension before being taught using Self-Monitoring Approach to Reading and Thinking strategy is average because the mean score is 74.7. After getting treatment, the mean score is 82.6. So, the different mean is 7.9. It is improved and the mean score of post-test is higher than the mean score of pre-test. Whereas the mean score of student before learning by using conventional method is 65.7 and after 65.17, it means still need develop and focus to reading comprehension. But the different mean is 10. It means that the mean score of post-test is higher than the mean score of pre-test but little.
2. There is no significant different of students' achievement in reading comprehension before and after being taught using Self-Monitoring Approach to Reading and Thinking strategy eleventh grade of XI TKJ on SMK Al-Hidayah Kota Cirebon. It means that students learn reading by using Self-Monitoring Approach to Reading and Thinking strategy has better reading skill than students who learn reading using conventional method.
3. Students learn reading by using the SMART Strategy has not better reading skill than students who learn reading using conventional method in reading comprehension before and after at eleventh grade of XI TKJ and XI TKR on SMK Al-Hidayah Kota Cirebon. It means that students learn reading by using Self-Monitoring Approach to Reading and Thinking strategy has better reading skill than students who learn reading using conventional method.
4. The result of a chart that respond of student in learning toward Self-Monitoring Approach to Reading and Thinking strategy at SMK Al-Hidayah

Kota Cirebon has category very strong because students respond in very agree 60% and agree 30% so, 90% respond of students in reading comprehension by using Self-Monitoring Approach to Reading and Thinking include criteria very strong according to Riduwan (2011:41). It means this SMART strategy can be good respond to learning in the class of reading comprehension

5. The data not normal researcher use test non parametric with SPSS 16, after computing Chi-Square it is found that both of them there are not significant and based on output SPSS 16 significant in test Chi-square that value asymp. Significant in experiment class is  $0.362 > 0.05$  . So, null hypothesis ( $H_0$ ) accepted the alternative hypothesis ( $H_1$ ) is rejected. It means that there is no significant different score of students' achievement in reading comprehension before and after taught using Self-Monitoring Approach to Reading and Thinking strategy with student by using conventional method. And then in control class based on output SPSS 16 significant in test Chi-square that value asymp. significant is  $0.011 > 0.05$  . It means that null hypothesis ( $H_0$ ) accepted the alternative hypothesis ( $H_1$ ) is rejected. It means that there is no significant different score of students' achievement in reading comprehension before and after taught using conventional method. So, students who learning by using Self-Monitoring Approach to Reading and Thinking not better than conventional method at grade eleventh of SMK AL-Hidayah Kota Cirebon.

## B. Suggestion

This suggestion are given to the implementation of using Self-Monitoring Approach to Reading and Thinking strategy to researcher, students, teacher, school, universal and future researcher.

### 1. To Researcher

In this research it can be used because the strategy can be used all of kind of genre text and remember choose the same of sample in the research, because sample should same both of them



## 2. To Students

If this research have positive value and good influence to teach in learning process, so this product can be useful to all of the students in learning process especially in reading comprehension. Student can be understood in study because this approach also can be used to developing in reading through SMART strategy student will be success to reading comprehension.

## 3. To Teacher

This method can be used for English teacher to teach student in the school in learning process especially in reading comprehension, I hope the teacher who teach student make student interesting in learning process, because one of good teacher or favorite teacher, they used the method correctly and accurate in meeting.

## 4. To School

Researcher hopes this strategy used by teacher in schools to teach reading comprehension especially in genre of text in developing of reading ability can give benefit for schools especially to school as place of the research.

## 5. To Universal

Actually this research can used to universal society, such us: children, adult, teacher, students, and other people when they want to understand of text by own at home. The researcher hopes that this study can be used as an additional reference for the other research.







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