CHAPTER I

INTRODUCTION

This chapter is the beginning of the research. It presents an overview of the research explaining the importance of this research and supported by the theories relating to this research. This chapter consists of the background of research, research questions, objective of research, the significance of research, the rationale and the previous research.

A. The Background of Research

This study is intended to discover a new teaching strategy in the process of teaching and learning for reading comprehension. There are four skills has to be mastered in English, they are speaking, writing, listening and reading (Brown: 2001). One of the language skills that has to be mastered by students in learning a foreign language is reading skill.

Reading is one of skills in English that is important to be learnt for decoding, comprehending, and developing knowledge from the text. Cognitive theory, the strong focus is on the connection between language and thinking, places importance on the reader's ability to make an appropriate choices between contextual cues and the ability to decode and comprehend the text (Linnenbrink and Pintrich 2003; Paris and Winograd 1990; Schunk 2004 in Woolley 2011). It means that reading is a process of cognitive, and the readers should have many vocabulary for comprehending the meaning of the text, because when the reader do not know the meaning of the words they will be difficult to comprehend the meaning of the text.
Meanwhile, in Indonesia, research on reading skill has revealed that the students’ skills, particularly in reading comprehension, are still far from satisfactory. As pointed out by Sukyadi & Hasanah (2012), Media Indonesia reported that sixty-nine percent (69%) of 15-year-old Indonesia students have worst reading performance. In addition, Kompas reported that around 37.6% of 15-year-old students are merely able to read the text without understanding the meaning carried by the text. Only 24.8% of them are able to connect the text with their prior knowledge (Sukyadi & Hasanah, 2012). It means that many students still have insufficient ability to comprehend the text.

Considering those conditions, there is a strategy for English teachers in teaching reading that is Self-Monitoring Approach to Reading and Thinking (SMART) strategy. In addition, students’ interest in reading is expected to improve their achievement especially in English. Garvie (in Cadena, 2006: 98) states “teaching students how to use strategies effectively should be a primary concern in the English classroom.” Classroom strategies make the students actively think about what they are reading and to apply what they have learned.

Afterward, the result of the study carried out by Rambe, Supardi, & Husin (2014), Aulia (2017) applied Self-Monitoring Approach to Reading and Thinking (SMART) strategy, but it was applied to teach Reading Comprehension in general and the previous researchers do not specified the kinds of reading activity. While this research focuses on one of reading activity that is getting main idea. Therefore, the study will investigate “The Implementation of Self-Monitoring Approach to Reading and Thinking (SMART) Strategy in Getting Main Idea Activity”.
B. The Research Questions

Based on the background that has been discussed, the researcher formulates the problems of this research as follows:

1. What is students’ achievement in reading comprehension before they are taught by using Self-Monitoring Approach to Reading and Thinking strategy?

2. What is students’ achievement in reading comprehension after they are taught by using Self-Monitoring Approach to Reading and Thinking strategy?

3. What are significant differences of students’ achievement in reading comprehension before and after being taught by using Self-Monitoring Approach to Reading and Thinking strategy?

C. The Objective of the Research

Based on the questions formulated in Research Problem, the purposes of the study are:

1. To find out the students’ achievement in reading comprehension before they are taught by using Self-Monitoring Approach to Reading and Thinking strategy.

2. To find out the students’ achievement in reading comprehension after they are taught by using Self-Monitoring Approach to Reading and Thinking strategy.

3. To find out whether there is a significant difference of students’ achievement in reading comprehension before and after being taught by using Self-Monitoring Approach to Reading and Thinking strategy.
D. The Significances of Research

This research is expected to provide theoretical and practical significances. Theoretically, this research can be used by English teacher to apply an appropriate and interesting strategy in teaching Reading Comprehension. Therefore, the teaching-learning process will be more interesting for students. Practically, this research could be useful information that Self-Monitoring Approach to Reading and Thinking (SMART) strategy can be used in getting main idea activity. In addition, later on, this research may be used by another researcher as a comparison of other similar research particularly to compare some methods which are used to improve students’ reading ability. Finally, the teaching-learning process will be more innovative and effective.

E. The Rationale

Reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of reader-related, text-related, and situational factors De Corte et al. (2001). According to Ratcliff, and De Corte et al., It shows that reading has a purpose of defining the information from the source. Reading is connected with a text or something visual that can be read. In reading, students should be able to understand what is the topic being discussed. The way how to find the information is the readers should understand what the content is talking about to discover the topic sentence and the meaning of the text. The important thing in reading skill is identifying a topic sentence which determines whether students could have more fluent reading abilities (Tierney & Readence, 2005).
Unfortunately, nowadays students are lack of motivation to read, moreover to read a book that is only contain of text. According to Guo (2012: 196) nowadays, students become more passive and reluctant regarding reading, doing no more than what is required. It means, the students’ enthusiasm in reading is less. It will be a duty for teachers to make the students get motivation and to be interested in reading material. The teachers should know what the method and method that will be used in the learning process of reading for comprehension material.

SMART strategy was developed by Vaughn and Estes (1986) and further described by Irvin (1998). Vaughan and Estes (1986) states that One strategy that triggers students to think about how their reading is proceeding is SMART. SMART is an acronym for a Self-Monitoring Approach to Reading and Thinking.

Buehl (2001) also states that Self-Monitoring Approach to Reading and Thinking strategy is a strategy in teaching reading that helps students to get an idea based on the premise that successful reading begins with recognizing what is understood and not understood in a passage. Based on Buehl (2001) opinion, 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. In addition, Crilly (2002) says that Self-Monitoring Approach to Reading and Thinking strategy is a strategy that helps students to think about how their reading is proceeding. It assists students in knowing what sorts of questions they need to ask themselves during the reading of a text to gain meaning. Hence, Self-Monitoring Approach to Reading and Thinking strategy is a strategy used to
asses’ deep understanding of students through questioning and also analyze of the problem to get the main idea about the problem.

As a teaching strategy, SMART offers a number of advantages according to Vaughan and Estes (1986). First, students are provided with a system that helps them actively monitor their reading success. Second, students learn to verbalize what they do and do not understand in a reading. Third, students are supported not to be satisfied until an entire reading makes sense, and they are given specific steps to try to clear up the trouble spots. Fourth, students become involved in putting the material into their own words thus helping them to remember as well as understand it. Fifth, this strategy is adaptable to most subject areas and is appropriate for elementary through high school age students. Then, this strategy also effective especially in cooperative group or tutorial settings.

F. Previous Study on Teaching Reading Through Self-Monitoring Approach to Reading and Thinking (SMART) Strategy

According to Syafi’i (2015) relevant research is required to observe some previous research conducted by other researchers in which they are relevant to our research. Besides, the research should be analyzed, what the point was focused on, informed, the designs, finding and conclusion of the previous research.

The study of using SMART strategy to teach Reading Comprehension was done by Suryaningish (2014). The purpose of this research is to identify the effect of teaching methods and students’ reading anxiety on the students’ reading skill. Research findings show that SMART is an effective method to teach reading. Different from Direct Instruction which makes the students tend to be passive
during teaching and learning process, SMART makes the students more active in reading activity. Since the result of the research also proves that there is an interaction between teaching methods and students’ reading anxiety, teachers have to know the level of students’ reading anxiety before applying a teaching method.

In the same year, Rambe, Supardi, & Husin (2014) conducted a study entitled “Self-Monitoring Approach to Reading and Thinking (SMART) Strategy for Comprehending Descriptive Texts.” This research was aimed to answer some problems, whether the SMART strategy improves students’ ability to comprehend descriptive texts or not, and then, how well the SMART strategy improves students’ ability to comprehend descriptive texts. While, in collecting the data, this research used observation and reading test. Based on the data analysis, this study shows that the SMART Strategy improves students’ ability to comprehend the descriptive texts, it can be seen from the improvement of pretest and posttest result. In addition, the SMART strategy is good in improving students’ ability to comprehend descriptive texts.

The third study was conducted by Susilawati (2008). This research used Classroom Action Research as the method. This study provided some data from the use of SMART strategy. The mean score increased from 59.50 in previous study to 65.57 in cycle 1 and 67.89 in cycle 2. The number of the students getting higher scores step-up from 17 students (67.85%) in cycle 1 to 20 students (71.42%) in cycle 2. The mean score and the students’ individual score indicated higher than predetermined criteria of success that were 20 students out of 28 students who got score of 65 in cycle 2. In the end of her study, based on the student’s achievement
using SMART strategy she concluded that SMART strategy can improve the students reading ability and it was suggested that the English lecturers apply this technique in teaching reading skills.

The next study was the latest study conducted in 2017 by Sukowati & Sada (2017). The purpose of this study is to improve the wellness of students’ English learning using SMART strategy. This study used a mix-method (or the combination of quantitative and qualitative) research design. The result of the reading comprehension test from Cycle 1 and Cycle 2 there was an improvement of the students’ mean score taken from the Preliminary study. The mean score in Preliminary study was 53.59 and the mean score of the reading comprehension test in Cycle 1 was 64.38. It meant that there was an improvement on the mean score. From the mean score, it could be said that the improvement of the score was 10.79%. The mean score in Cycle 2 was 77.19; there was great improvement of the students’ mean score taken from Cycle 1. The improvement of the students’ mean score from Cycle 1 to Cycle 2 was 12.81%. In conclusion, the students’ mean score of reading comprehension improved after being taught using Self-Monitoring Approach to Reading and Thinking (SMART) strategy.

From the explanation about some previous studies above, the differences among some previous studies above with this study is this research using Self-Monitoring Approach to Reading and Thinking (SMART) strategy and focuses on one of reading activity that is getting main idea.