CHAPTER 1

INTRODUCTION

This chapter discusses about background of the research, research problem, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, definition of key terms.

A. Background of the Research

English is a foreign language that is taught from elementary school until university. English has four important skills in language learning. They are listening, reading, writing and speaking. Reading is one of important skill for university students in order for them to gain the knowledge in the academic books. When students haven't interest to read, they left behind of information in the world. Definition of reading is stated by Day and Bamford (1998:12) that reading is constructing meaning from the printed or written message based on the previous knowledge from the reader. So, by reading we will get more information about language in understanding written texts. It is a complex activity related processes: word recognition and comprehension. Word recognition is the process of understanding how written symbols correspond to one's spoken language. While, comprehension is the process of making sense words, sentences and connected texts. Readers use of their background knowledge, vocabulary, grammatical knowledge, experience with the text and other strategies to help them understand the written text (Cahyono, 2011:76).

Knowing that reading is the most important one of four English skills, it becomes a reason for the English teacher to arouse student's motivation to read. The student's failure in reading when they study at school can be caused by their low motivation in reading. Since the motivation is low, so they have some difficulties in reading. They can't understand the content of the text well. They can't grasp the information of the text they read. Since they cannot grasp the information of the text, so they are not able to get the main idea of each paragraph they read. It means that by the difficulties of students' reading ability, the students need more time allocation in reading since they can't read fast and need more time to finish the text and comprehend the meaning of what they read. Then, to minimize that problem in reading and to increase the students' motivation the teacher should be able to know the strategy that suitable for the students.

Reading activity in the classroom usually directed by the teacher. So, the teacher should use different technique in teaching reading to make their class activities much meaningful; it can be handled in three phases to manage the task in the effective way. These three phases are "Pre Reading" (warm-up, into, before reading) activities introduce students to a particular text, provide appropriate background knowledge, and activate necessary schemata. "While-reading" (during, through reading) exercises help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages. And the last, "Post Reading" (after, follow-up, beyond reading) exercises first check students' comprehension and then lead students to a deeper analysis of the text, when warranted (Toprak & Almacioglu,2009 : 23). All of the

phases have their own important role. Those are all necessary parts of a reading activity.

Successful teacher in teaching depends on many factors, one of them is Teacher's strategy. The strategy used by the teacher in teaching learning activity is for helping the teacher and the students to achieve the instructional objectives. Because of that, in reading class the teacher should make the enjoyable activity. So, the students will relax in reading class. here, the researcher used Self Monitoring Approach to Reading and Thinking (SMART) strategy to solve the problem in teaching reading. Buehl (2001:130) said that Self Monitoring Approach to Reading and Thinking strategy is a strategy in teaching reading 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 students read in each paragraphs, then they give a check mark in the margin if they understand, and give the question mark if they do not understand. This strategy makes the students guess the meaning of the difficult words and it help them to understand the text easily. So, the Self Monitoring Approach to Reading and Thinking strategy is used for help students in understanding every sentence in the text. According to Underwood (in Okanlawon, 2011:221) Self Monitoring Approach to Reading and Thinking (SMART) can be adopted in improving the reading comprehension skills of student. This is because SMART has been found to help matured readers in self assessing their reading comprehension. This strategy can monitor the students to know which part that they do understand and also to identify which part that they do not understand.

Research about reading has increase by time. Fitriyah (2014) conducted the research because she finds out the difficulties in teaching reading at second grade of Mts Al Huda Kedungwaru Tulungagung. The result is SMART strategy make the students understand the text easily, and enthusiastic to study reading comprehension. Using this strategy in teaching reading comprehension is an alternative strategy to make the students feel enjoyable and more active. Rosdiana (2015) conducted the research at SMK Al- Hidayah Cirebon and find that students do not understand of the meaning of text and lacking in reading English. The result is SMART strategy can make students be active in learning reading and also help them become familiar with the structure of informational text, especially in Reading of Procedure text.

Based on the aforementioned above, those researchers only talk about how successful students in improving their achievement, and encouraging their motivation. There is no explanation more on how SMART can determine main idea and also guess the meaning of unfamiliar words. So, the researcher tries to use SMART strategy not only for encourage their motivation, but also to determine main idea and find out the meaning of unfamiliar words in a sentence.

The researcher chooses MAN 1 Kota Kediri as the subject of the research. Meanwhile, this school has a lot of achievement in all aspect, like achievement in science, sport, and art competition. In this research, the researcher intended applying this strategy in the first grade of senior high school. Because, the material of descriptive text is being taught from first grade and appropriate with syllabus of first grade of senior high school. The material of descriptive text

in the senior high school is more complex than in the junior high school. So, this strategy is appropriate to help them in understanding the text. Hopefully, it can increase their knowledge in learning descriptive text and they can use this strategy to help them in the next level.

Based on the background above the researcher is interested in conducting a study entitled *"The Effectiveness of Self Monitoring Approach To Reading And Thinking (SMART) Towards Students' Reading Ability in Descriptive Text Of Tenth Graders of MAN 1 Kota Kediri"*

B.   Research Problems

Based on the background of the research above, the researcher determined the problem of the study that becomes the concern of the research. The problem of the reseach is: "Is there any significant difference of the students' reading achievement between before and after being taught by using Self Monitoring Approach to Reading and Thinking (SMART) strategy?"

C.   Objectives of the Research

According to the research problem statements, the objective of the research as follows:

To know whether there is significant difference of students' achievement in reading before and after being taught by using Self Monitoring Approach to Reading and Thinking (SMART) strategy.

D. Research Hypothesis

The hypotheses of the study are:

a. Alternative Hypothesis (Ha)

There is any significant different of students' achievement in reading between before and after being taught by using Self-Monitoring Approach to Reading and Thinking strategy.

b. Null Hypothesis (Ho)

There is no significant different of students' achievement in reading between before and after being taught by using Self-Monitoring Approach to Reading and Thinking strategy.

E. Significance of the Research

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

1. The Teacher

The researcher hopes that her research will expected to give contribution the teachers to improve their creativity and knowledge to use many strategies in teaching reading to make the students more enthusiastic in the classroom.

2. The Other Researcher

The researcher Hopes this research can be used as a reference in conducting for future research in the same field. Then, it can be a comparison to other similar research.

F. Scope and Limitation of the Research

To avoid misunderstanding upon what the writer has explained, the writer limits the scope of the study in order to make it more detail and focus. This study is only limited on the effect by using SMART strategy in descriptive text. This study is conducted at the first grades of senior high school in MAN 1 Kota Kediri. Thus, the result of this study only applied to the target population, specifically at the first grades of senior high school in MAN 1 Kota Kediri. This study focuses on the applying of SMART strategy on the students' reading ability in Descriptive text.

G. Definition of Key Terms

To avoid misinterpretation and misunderstanding of the title of the research, the several terms are defined as follows:

1. Self-Monitoring Approach to Reading and Thinking (SMART) strategy.

Self Monitoring Approach to Reading and Thinking (SMART) is the strategy that can help the students to understand the text by self monitoring which one that they understand or not. by using system mark. The students could give check

mark in the margin if they understood and gave a question mark in the margin that they did not understand.

2. Descriptive Text

Descriptive text is a kind of text that describe a particular person, place or thing which has some elements they are social function, generic structure, and lexicon grammatical features.