

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the research, the research problem, the objectives of the research, research hypothesis, significant of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

In learning English, one of main skills that should be understood by the junior high school students in Indonesia is reading. By reading, the students will get information and knowledge that are decoding from the text. There are four skills that the students master them at the end of their learning process, they are listening, writing, speaking, and reading states brown (1994). In junior high school level, one of the most important elements to be acquired in teaching and learning English is reading. It is very important in the process of learning because reading in English helps the students learn to think in English, build English vocabulary, can encourage the students to focus on grammar and punctuation and makes them comfortable in English. Reading is a complex activity that involves both perception and thought according to Pang (2003). Those factors are important in understanding a passage or a text. When eyes receiving a message from the text, the brain is working out to grasp whether knowledge or information that are decoded from the text. The condition of the teacher who paid more attention to the administrative tasks should be considered to be able to a better

teaching-learning process apply the better techniques in order to get the perfect result in improving the students' English vocabulary, spelling and grammar, Nurhayati's other study (2011) implies that to motivate students become a creative. According to Hasibuan Reading is one of the important language skills that should be mastered by the students, reading is an activity with a purpose. The purpose of the reading will be achieved not only when the reader comprehend the reading text but also when the reader knows which skills and strategies are appropriate to the type of text, and understand how to apply them to accomplish the reading purpose.

Reading is about understanding written texts. It is a complex activity related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Language is used to create a meaningful communication among human beings. Communication is impossible without shared knowledge and assumption between speakers and hearers (Stubbs in Nurhayati et.al, 2016e). Meanwhile, comprehension is the process of making sense words, sentences and connected texts. Using dialect is a part of speaking and it is defined as a process of using verbal and non verbal symbols in any contexts (Nurhayati, 2016c). This dialect is used to conduct communication. Readers typically make 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).

Reading comprehension skill will be show the ability of someone when they are understanding the meaning of the text. According to Klinger et al (2007),

reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). From that statement, it can be understood that reading comprehension is a strategic process of making connection between ideas in the text and ideas in the readers mind. It means that, when students read the text they try to make connection between ideas in the text and their previous knowledge.

Based on the researcher's interview with the English teacher of MTs Ma'arif Bakung, the teacher said that the problem of the students to comprehend the text are : (1)lack of student's interest to read the text, (2)limited vocabulary and visualization, when the student's reading the text they will fell difficult to understand the text. (3)lack of identifying main idea. (4) The student's difficulty to understand the meaning of the text given by the teacher. Usually, they need teacher's help to read the word by word or sentence by sentence, (5) the student's motivation was low.

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. Many studies reveal that media or activities are quite effective for teaching English skills or other linguistics knowledge, Nurhayati's study (2008a) indicates the frequency of conducting various activities could make the students more enjoyable to study English especially reducing their burden to join activities. The

strategy used by the teacher in learning teaching activity is an important factor for helping both the teacher and the students to achieve the instructional objectives. Nunan (1999:249) said that success in teaching depends on many factor, one of them is teaching method or strategy. Considering those conditions, the researcher is trying to offer a solution that will make students interest in reading and enhance student's ability of reading comprehension. In addition, by student's interest in reading expected to their achievement especially in English. The researcher given a new strategy for teacher in teaching reading that is SMART strategy.

SMART, an acronym for Self-Monitoring Approach to Reading and Thinking. According to Vaughan and Estes as cited on Roberta L. Sejnost, SMART, the Self-Monitoring Approach to Reading and Thinking fosters students' ability to concentrate on how their reading is progressing. It requires that students, as they read, determine what they actually understand and what they do not understand and then presents them with some fix-up.

In previous research conducted by Rusmanita (2013). The study use experimental with quantitative approach. The result of analyzing the data was 4.35. it was compared to t-table at significant level 5% (2.00) and at significant level 1% (2.65).(t-observation) to was higher than t-table. Null hypothesis (Ho) was rejected, and alternative hypothesis (Ha) was accepted which showed $2.00 < 4.35 > 2.65$. The second research by Fitriyah (2014). The result of mean score of pre-test is 80 and the lowest score is 30. The highest score of post-test is 90 and the lowest score of post-test is 60. The mean score of pre-test is 62.50, the mean score of post-test is 74.17 and the different mean is 11.67. Last research, by

Dianto (2014). The design of study was experimental research. The result of the research showed that the students mean before treatment was 51,10 and the students mean after the treatment was 67,10. The significant level two tail is 0,00 and the standard level of significant is 0,05.

Based on the problem obtained, research are interested in conducting research with entitled : “ **The Effectiveness of Using SMART (Self-Monitoring Approach To Reading And Thinking) Strategy on Students Reading Comprehension Achievement at The First Grade of Mts Ma’arif Bakung Udanawu Blitar in The Academic Year 2019**”

B. Research problem

Based on the research background, the research problems are formulated as the following :

1. is there any significant different achievement on students reading comprehension before and after being taught by using SMART (self-monitoring approach to reading and thinking) strategy at the first grade of MTs Ma’arif Bakung Udanawu Blitar?

C. The hypothesis of the research

Hypothesis is tentative answer of variable in which the truth must be tested, based on the previous statement the researcher has two hypothesis :

1. Ho (The null hypothesis) : there is no significant different achievement on students reading comprehension between who are using SMART strategy.

2. Ha (The alternative hypothesis) : there is significant of students achievement on students reading comprehension between who are using SMART strategy.

D. Significant of the Research

The research activity is significantly carried in the following needs, they are

1. Practically, the result of this research is expected to give some contribution for those who concern in language teaching and learning.

- a. For the teacher

To give some information to the teacher and school about the effective of SMART strategy in teaching descriptive text toward the students reading comprehension and the teacher as the feedback to improve their technique in teaching English especially in reading.

- b. For the students

To give some contribution to the students in order to improve their reading and students are able to read and motivate the students selves to read.

- c. For future

To enhance the writers knowledge about SMART strategy in teaching descriptive text toward the students reading comprehension.

E. Scope and Limitation of the Research

Based on the identification of the problems stated above it is clear that there are some problems involved, but the writer wants to limit the problems discussed in this study only for focused on the process of teaching students reading comprehension in descriptive text.

This limitation of this research is that the subjects of this study are VII F class at MTs Ma'arif Bakung. Which consists of 40 students.

F. Definition of key terms

In order to avoid misunderstanding and misinterpretation about the research, some terms need to be defined as follows :

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

Self-Monitoring Approach to Reading and Thinking (SMART) is a metacognitive technique that helps students thinks about how their reading isgoing and what strategies they may need to use, according to Miriam P. Trehearne and Roz Doctorow (2011).

2. Reading Comprehension

Theoretically, reading comprehension is a process of interaction between the reader with the text and the reader relates the idea for the text to prior experiences and their knowledge. In other words, reading comprehension is a process by which the reader is constructing the text.