CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, research problems, 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 one of international languages which has an important role in the world. In Indonesia, English is a foreign language that is taught from elementary school to University. English is a foreign language used as a medium of instruction at school, many students think that English is the most difficult subject.

The goal of teaching and learning English is to produce and comprehend language that are spoken and written. Some people think that a successful English learner is a person who can speak English fluently. They do not know that a person who is said a success English learners is a person who masters in all of English skills.

There are four skills in English, they are speaking, writing, listening and reading. One of the language skills that has to be mastered by students in learning a foreign language is reading skill. 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.

Day and Bamford (1998:12) stated that reading is construction of meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning at an understanding.

According to Day and Bamford, reading is process of constructing meaning from written text through the interaction of the reader's knowledge and the reader's interpretation of the languange that the writer used in constructing the text.

Reading is about understanding written texts. It is a complex activity related processess: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Meanwhile, comprehension is the process of making sense words, sentences and connected texts. 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 as an active process a reader made to construct meaning from a text. This process which consists of using an interaction between a prior knowledge, 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 when they are understanding the meaning of the text.

In learning process, there are many problems that are faced by the students in Junior High School especially at MTs Al-Huda Kedungwaru. Some difficulties faced by students studying English are: (1) the students lack of vocabulary. It influences when the students reading the text, they will feel difficult to understand the text. (2) The students 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. (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 book.

The factor that may influences teaching and learning process is that most of the teachers have many problems in teaching reading material, such as the way of teaching, the suitable material and make good condition in order to make students comprehend the lesson. Therefore those teacher need strategies or technique in order to overcome the problem.

Nunan (1999:249) said that success in teaching depends on many factors, one of them is teaching method or strategy. So, 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.

Thus, making reading class an enjoyable and useful activity is a very important part of the language experience. Teachers should be aware of the strategy to the teaching of reading in order to make the students active and understanding in reading text. In 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 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.

In Junior High School, this strategy can help the students become better at monitoring their comprehension and learn to carry on an internal monologue while they read. 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 strategy chosen not only promotes reading comprehension but also provides opportunities for students to learn to monitor their own understanding.

Based on the background above, the writers is interested in conducting a study entitled *"The Effectiveness of Using SMART Strategy in Reading Comprehension of Second Grade Students at MTs Al Huda Kedungwaru in*

the Academic Year 2013/2014". This research is intended to find out if there is any significant effect in applying Self Monitoring Approach to Reading and Thinking strategy on students achievement in reading.

B. Research Problems

Based on the background that has been discussed, the research problems are formulated as the following:

➢ How is students' achievement in reading comprehension before they are taught by using Self-Monitoring Approach to Reading and Thinking strategy?

➢ How is students' achievement in reading comprehension after they are taught by using Self-Monitoring Approach to Reading and Thinking strategy?

➢ Is there any significant difference of students' achievement in reading comprehension before and after being taught by using Self-Monitoring Approach to Reading and Thinking strategy?

C. Objectives of the Research

The purposes of the research are:

➢ To know the students' achievement in reading comprehension before they are taught by using Self-Monitoring Approach to Reading and Thinking strategy.

➢ To know the students' achievement in reading comprehension after they are taught by using Self-Monitoring Approach to Reading and Thinking strategy.

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

D. Research Hypothesis

The hypotheses of the study are:

➢ **Alternative Hypothesis (Ha)**

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

➢ **Null Hypothesis (Ho)**

There is no any significant different of students' achievement in reading comprehension 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 this research gives the solution for the teacher to make their teaching effectively 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 English will got new experience and knowledge in studying reading skill. Hopefully, by applying Self Monitoring Approach to Reading and Thinking Strategy can motivate the students read more, understand the text easily and improve their ability in reading because this strategy is fun and enjoyable.

3. **The researcher**

This study is very important because it gives some knowledge to the researcher and to improve her skill on teaching reading especially narrative text. The researcher know the benefit of using Self-Monitoring Approach to Reading and Thinking strategy in English teaching especially in reading comprehension.

F. **Scope and Limitation of the Research**

The scope of this study conducted at MTs Al Huda Kedungwaru, Tulungagung, focused on the process of teaching and learning reading using Self Monitoring Approach to Reading and Thinking strategy. The topic of the text is narrative text.

This limitation of this research is that the subjects of this study are VIII B class at MTs Al Huda Kedungwaru, Tulungagung. Which consists of 24 students.

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.

Buehl (2001:130) 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. By using system mark, the students could use check mark ( ) in the margin if they understood and gave a questions mark (?) if they did not understand the meaning of the text. This study used narrative text.

2. Reading Comprehension

According to Snow (2002:11) Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text and the activity or purpose for reading. So, when we want to know the students ability in comprehending reading text, we have to look at the elements of reading comprehending it self. In this study the readers construct the meaning by interacting with text especially narrative text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the related theories to support the study. This includes: definition of reading, types of reading, strategies in reading, techniques in teaching reading, testing reading, definition of reading comprehension, strategies for reading comprehension, genres of the text, definition of Self Monitoring Approach to Reading and Thinking strategy, Steps of Self Monitoring Approach to Reading and Thinking Strategy, and advantages of using Self Monitoring Approach to Reading and Thinking strategy in teaching reading.

A. Reading

1. Definition of reading

Definitions of reading appear in various perspectives. Day and Bamford (1998:12) stated that reading is construction of meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning at an understanding. So, the readers construct the meaning by interacting with the text through the combination of prior knowledge and previous experience to get the information the text.

In addition, Cahyono (2011:57) said that reading is a means of communicating information between the writer and the reader. The

reader tries to understand ideas that the writer has put in print. Meanwhile, Mikulecky (2011:5) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge.

Harmer (2007:99) states that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read. Reading also has a positive effect on students vocabulary knowledge, on their spelling or on their writing. Reading consists two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Meanwhile, comprehension is the process of making sense words, sentences and connected texts.

According to Nunan (2003:68) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.

From definition above it can be concluded that reading is the learning process to identify the word and to understand the word on the text. Reading is process interactive and communication between the reader and the writer in the text.

2. **Types of reading**

According to Brown (2001:312), there are several types of reading in the classroom:

a. **Oral reading and silent reading**

Occasionally, teacher will have reason to ask the students to read orally. At the beginning and intermediate levels, oral reading can:

1) Serves as an evaluative check on bottom up processing skill.

2) Double as a pronunciation check.

3) Serve to add some extra students participation if teacher want to highlight a certain short segment of reading passage.

For advanced levels, usually only advantages can be gained reading orally. The teacher want to use oral reading to serve these purpose because the advantages of oral reading can easily come into:

1) Oral reading is not very authentic language activity.

2) While one student is reading, others can easily lose attention.

Silent reading may be subcategorized into intensive and extensive reading.

b. **Intensive reading**

Intensive reading is reading shorter text (anecdotes, short narrative, descriptions, etc) to extract specific information. This is more accurancy involving reading for details. In this course, each text is read carefully and throughly for maximum comprehension. In

intensive reading, teacher provides direction and help before, sometimes during, and after reading. Students do exercises that require them to work in dept with various selected aspect of the text.

Intensive reading calls students attention to grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning implications, and rhetorical relationships.

c. **Extensive reading**

Extensive reading is reading longer text (book, long articles, essays, technical report, etc), usually for someone's pleasure. In this type, students are usually given more freedom to choose reading materials that attract them and they are more responsible in finding materials within their language proficiency range. The text that they read may be completely of their own selection or to some extend selected by the teacher.

3. **Strategies in Reading**

According to Cahyono (2011:61) reading may be defined as decoding and attaining the meaning as the result of the interplay between perception of graphic symbols that represent a language and the memory traces of readers' experiences.

The purposes of reading cannot be separated from comprehension. Each purpose will determine what to achieve after

reading process. Reading comprehension requires the ability to perceive the exact nature of the passage being read or communicated. Cahyono (2011:61) states that there are three reading strategies that involve bottom-up strategies, top down strategies, and interactive strategies.

a. **Bottom-up strategies**

The bottom up strategies of reading assume that the process of translating print to meaning begins with print. The process is initiated by decoding graphic symbols into sound. Therefore, the reader first identifies features of letters: links these feature together to recognize letters, combine letters to recognize words, and then proceeds to sentences, paragraph, and text level processing (Vacca *et al* in Cahyono, 2011).

The process of deriving meaning from print in bottom up strategies is triggered by graphic information embedded in print. By applying the bottom-up strategies, readers start to process the text from the low linguistic level to the higher one. The readers starts from identifying letters to recognize words and then proceeds to the phrase, sentence, paragraph, and then text level processing.

The bottom-up strategies are also used by the readers when they feel the text being read is difficult. The difficulty of the text can be about languange and contents of the text. When the language text is felt difficult, readers start to identify the words meaning. Then, they combine the word meaning to get the understanding of the

phrases, sentences, and paragraph until reaching the entire meaning of the text. Furthemore, when the content of the text is felt difficult, the readers try to understand the text by relying on visual information that are on the page.

b. Top-down strategies

The process of deriving meaning of the text in top-down strategies starts from the reader's prior knowledge and experince to the print. By the top-down strategies, readers start to process the text by applying the higher level stages. In this case, readers start with hyphoteses and predictions and attempt to verify them by working down to the printed stimuli.

c. Interactive strategies

The interactive strategies of reading assume that the process of translating print to meaning involve making use of both print and prior knowledge. The process is initiated by making prediction about meaning and/or by decoding graphich symbols.

Interactive strategies in reading require both bottom-up and top-down strategies in combination. Readers in understanding a text use these two strategies interactively and simultaneously. The interactive strategies suggest that the process of reading is initiated by decoding letters and words by formulating hypotheses about meaning.

4. Techniques in teaching Reading

Reading is viewed as an interactive process between language and thoght. Generally speaking, there are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during/whilst reading activities, and post-test reading activities (Cahyono, 2011:68).

a. Pre-reading activities

In pre-reading activities, activations is concerned with students background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate students' schemata related to the topic of the text by representing key words, asking questions related to the topic or explaining briefly the contents of the text.

Pre-reading is to motivate students. Motivation in reading attracts students attention to the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the reading text.

b. During/whilst reading activities

During reading activities are the activities that a reader does while reading take places. To maximize reader interactions to a text, readers should be guided during reading activities. In whilst reading includes: (a) identifying the main idea, (b) finding details in a text,

(c) following a sequence, (d) inferring from the text, and (e) recognizing the discouse patterns.

c. post reading activities.

Post reading activities are the activities conducted by a reader after reading. The activities are used to recheck reader's understanding on the text topic being read. The activity of post-reading can also be in the forms of discussion. Students are asked to discuss the writer's ideas. This discussion can be in a group or whole class discussion. The discussion may depend on the class size. If the class is big, it will be better to have group discussion. If the class is small, it will be better to have whole class discussion.

5. Testing Reading

Reading skill is a receptive skill. The task of language tester is to set reading tasks which will result in behavior that will demonstrate their succesful completion.

The reading texts can be taken from textbooks, novel, newspaper, magazine, academic journal, letter, timetable, etc. The text can be in the forms of newspaper report, advertisement, editorial, etc.

According Isnawati (2012:41), the technique that might be used to test reading skills are:

a. **Multiple Choice**

The test takers provide evidence of successful reading by marking mark against one out of a number of alternatives. Its strengths and weaknessess have been presented earlier.

Example: Tom was surprised when he met Ann at the party. He was under the impression she had gone away from the locality. The last time he saw her was when Bob was teaching her to drive. A few days afterword she had suddenly become ill.

Tom was surprised when............

A. Ann went away

B. He met Ann at the party

C. Bob was teaching Ann to drive

D. Ann suddenly become ill

b. **True / false**

The test-takers should respond to a statement by choosing one of the two choices, true or false.

Example: put a circle round the letter T if the statement is true and put a circle round the letter F if the statement is false.

The sun rises in the west	T	F
Fish can fly, but birds can't fly	T	F
Lagos is a large as London	T	F

c. Completion

The students are required to complete a sentence with a single word.

Example: .... was the man responsible for the first steam railway.

d. Short answer

It is in the form of questions and requires the students to answer briefly.

Example: according to the author, what does the increase in divorce rates show about people's expectations of marriage?

e. Guided short answer

This is the alternative of short answer in which students are guided to have the intended answer. They have to complete sentences presented to them.

f. Summary cloze

A reading passage is summarized by the tester, and then gaps are left in the summary for completion by test-takers. This is really the extension of the guided short answer.

B. Reading Comprehension

1. Definition of Reading Comprehension

It is necessary for the students of Junior High School to master reading comprehension. Comprehension is constructing meaning from the printed material. It is an interactive process that requires the use of prior knowledge in combination with the printed material. Cahyono (2011:59) states that comprehension is the understanding of the representation of the printed words. The readers knows and understands the meaning of the words decoded.

Comprehension is the process of building a connection between what the reader knows and what he/she doesn't know between the knowledge.

Cahyono (2011:58) said that reading comprehension is a process of getting information from context and combining separate into a new whole. It is a process of using reader's existing knowledge (schemata) to interpret text in order to construct meaning.

Meanwhile, Cahyono (2011:49) states that reading comprehension is an activity aimed to understand the message of a particular text. So, Reading comprehension is a process to get or understand ideas, which are symbolized by a written or printed language as a piece of a communication.

According to Snow (2002:11) reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. So, in comprehending a topic, the readers interacts with the text relates to the question of the text to prior experiences of construct meaning which can be found in the text.

Reading comprehension is very important for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read, so they got nothing from the text. Therefore the teachers have to be more concerned about the problem.

Comprehension entails three elements:

1. The reader who is doing the comprehending

   To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic, discourse knowledge, knowledge of specific comprehension strategies).

The cognitive capacities include attention, memory, critical analytic ability, inference, visualisation ability, etc. Meanwhile, motivation refers to the purpose of the reader in reading, an interest to the text being read. Finally, various types of knowledge include vocabulary mastery, domain and topic knowledge, and knowledge for certain comprehension strategies.

Thus, although teachers may focus their content area instruction on helping students understand the material, an important concurent goal is helping students learn how to become self-regulated, active readers who have a variety of strategies to help them comprehend. Effective teachers incorporate both goals into their comprehension instruction. They have a clear understanding of which students need which type of instruction foe which text, and they give students instruction they need to meet both short-term and long-term comprehension goals.

2. The text is to be comprehended

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the

meaning), and representation of the mental models embedded in the text.

3. The activity in which comprehension is a part

Activity refers to dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purpose for the activity can be change as the reader reads. That is, a reader might en-counter information that raises new questions that make the original purposes either incomplete or irrelevant.

2. Strategies for Reading Comprehension

According to Brown (2001:291), for most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropiate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and others to enhance the top-down processes. The strategies for reading comprehension are:

a. Identify the purpose in reading.

Effecient reading consists of clearly identifying the purpose in reading something. By doing so, the students know what they are looking for. Whenever teaching a reading technique, make sure students know their purpose in reading something.

b. Use graphemic rules and patterns to aid in bottom-up decoding (for beginning level learners)

At the beginning levels of learning English, one of the difficulties students etcounter in learning to read is making the correspondences between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions.

c. Use effecient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns. Intermediate to advanced level students need not be speed readers, but you can help them to increase effeciency by teaching a few silent reading.

d. Skimming

Skimming is reading the text as a whole to get the gist. Normally it is performed quickly. Skimming gives the readers the advantage of being able to predict the purpose of the passage, the

main topic or message, and possibly some of the developing or supporting ideas.

e. **Scanning**

The purpose of scanning is to extract certain specific information without reading through the whole text. Scanning requires readers to search for a particular piece of information in a text. For academic English, scanning is absolutely essential. In vocational or general English, scanning is important in dealing with genres like schedules, manuals, forms, etc.

f. **Using semantic mapping or clustering**

The strategy of semantic mapping, grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

g. **Guessing**

Guessing is a strategy in reading that needs to be practiced. But, this guessing is certainly not blind guessing. To avoid this, a procedure needs to be set up.

This is an extremely broad category. Learners can use guessing to their advantage to:

- Guess the meaning of a word.

- Guess a grammatical relationship (e.g., a pronoun reference)

h. **Analysising Vocabulary**

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

- Look for prefixes (co-, inter-, un-, etc) that may give clues.

- Look for suffixes (-tion, -tive, -ally, etc) that may indicate what part of speech it is

- Look for grammatical contexts that may signal information

i. **Distinguish between literal and implied meanings.**

This strategies requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropiately by attending to its literal, syntatic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information, as in the following examples: *He is taking a bath*. This sentences may function 'informing' in the context of a questions: *where is John?* but it may serve also to express an apology in the context of a responses to a call inquiry: *May I speak to John, Please?*

j. **Capitalize on discourse markers to process relationship.**

Discourse markers are small words. There are many discourse markers in English that signal relationship among ideas as expresses through phrases, clauses, and sentences. A clear comprehension of

such markers can greatly enhance learners reading efficiency.
Example of discourse markers are firstly, next, in addition, etc.

C. Genres of the text

Anderson (1998:2) said that text is interpreted by listeners or readers. Communication occurs when the message created by a speaker is successfully interpreted by the listeners or when a writer's words are understood by the teacher.

According to Setiadi *et al* (2008:23), there are many genres of the text. The genres of the text are: descriptive, recount, report, procedure, spoof, news item, explanation, analytical exposition, hortatory exposition, reviews, discussion and narrative text. Each the text above has different meaning and function based each purpose of the text.

The first is descriptive text. It is a kinds of text that social function to describe a particular person, place or things. Second is recount text. It is a kinds of text that social function to retell event for the purpose of informing people entertaining. Third is report text. It is a kinds of text that provides factual information about a specific subject like social phenomena. Fourth is Procedure text. It is a kind of text that social function to to describe how something is accomplished through a sequence of actions or step.

Fifth is spoof text. It is a kind of text has social function to retell an event a humorous twist. Sixth is news items. It is a kind of text that social function to inform the reader, listener, viewers about events of the day which

are considered newsworthy or important. Seventh is explanation. It is a kind of text that social function to explain the process involved in the information or working of natural or social cultural phenomena.

Eight is analytic exposition. It is a kind of text that social function to persuade the reader or listener that something in this case. Ninth is hortatory exposition. It is a kind of text that social function to persuade the reader or listener that something should not be the case. Tenth is reviews. It is a kind of text that social function to critique at art work or an event for a public audience. Eleventh is discussion. It is a kind of text that social function to present at least two points of view about an issues.

In this study, the researher used narrative text. Narrative is a kinds of text which contains about story fiction or non fiction. The purpose is to amuse or to entertain the reader. Narratives deals with some problems which lead to the climax and then turn into a solution to the problem.

A narrative text is organized by using story grammar. Story grammar is knowledge of how stories are organized with the beginning of the story containing the setting, the character, and the character's problem. The middle of narrative is organized around a plot. The plot includes a series of episodes that are written by the author to hold our attention and built excitement as the progresses.

Narrative is text which have kinds story such as: fable, folktale, legends, short story, etc. Fable is the stories are short and in the end bring us to the truths that often we don't see in everyday life. Fables are concerned

with teaching us valuable truths in simples stories. Folktale is deal with adventures both plausible and implausible in the form of human or animal abilities. Legends may deal with real people. Short story is fictional work of prose that is shorter in length than a novel. A short story usually focuses on one plot, one main character and one central theme.

1. Text organization of narrative text are:

    a. Orientation

        Introducing the participant of the story (who and what is involved in the story), the time and place the story (where and when the story happen).

    b. Complication

        Telling the beginning of the problem which leads to the crisis (climax) of the main participants.

    c. Resolution

        Providing solution to the problem.

2. Example of narrative text:

    CINDERELLA

    Once upon time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.

One day an invitation to the ball came to the family. Her stepsister did not let her go. Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her. They lived happily ever after.

3. Generic structure:

   a. Orientation: Once upon time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother.

   b. Complication: One day an invitation to the ball came to the family. Her stepsister did not let her go. Cinderella was very sad. The stepsister went to the ball without her.

   c. Resolution: Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her. They lived happily ever after.

4. **Language features of narrative text:**

   a. Focus on specifics participants often individual.

   b. The use material process.

   c. The use of behavioral and verbal process.

   d. The use of relational and metal process.

   e. The use of dialogue and tense perhaps change.

f.   The use of past tense.

g.   Using singular first person (I) or third person (he, she, they).

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

1.   Definition of Self Monitoring Approach to Reading and Thinking Strategy

Buehl (2001:130) states 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.

Based on Buehl 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 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.

2. Steps of Self Monitoring Approach to Reading and Thinking Strategy

According to Buehl (2001:130) Self Monitoring Approach to Reading and Thinking strategy involves the following steps:

a. Select a passage of four or five paragraphs that you find personally challenging and ask the students to follow along as you think aloud about your reading. After reading a few sentences or a paragraph, comment aloud that you understand this section and make a **check mark ( )** in the margin. Continue on, and model a part that seems confusing to you by writing a **questions mark (?)** next to the sentence or paragraph. Tell students that there is something about it you do not fully understand.

b. After reading the entire passage, model to students how to paraphrase material in words that make sense to them.

c. Look at each questions mark (?) recorded in the margin. Brainstorm with the students what could done to make sense of those parts. Observe that some questions mark may make sense after you have read the entire passage. If so, Change them to check

marks. Then list and discuss the students' suggestions for dealing with the remaining question marks.

d. Introduce the SMART protocol to students. Model the step until troubleshoot using a new passage, perhaps from the text book, as students follow along. Emphasize strategies that students can try before they ask for help, and that successful readers return clear up each questions mark (?).

e. Have the students read a passage on their own using the check mark and question mark system. Have them work through the SMART protocol with a partner, verbalizing what they understood and didn't understand, and working together through any problems in understanding. Emphasize that before asking for help, students should be able to (1) specify the source of their problem (an unfamiliar word, an unclear sentence, a need for more examples, etc.) And (2) explain how they tried to solve their problem.

Buehl (2001:131) said that the procedure of Self Monitoring Approach to Reading and Thinking strategy are:

a. Read

- Read a section of the text.

- Using a pencil, place a **check mark ( )** in the margin of each paragraph that you understand.

- Place **a questions mark (?)** in the margin of each paragraph that contains something that you do not understand.

b. Self translate

- At the end of each section, stop and explain to yourself what you read, in your own words.

- Some students find it helpful to write down their translations in their notes or on sticky notes.

- Look back at the text as you go over the material.

c. Troubleshoot

Go back to each questions mark (?) and see if you can now make sense of the paragraph.

1) Re-read

- Reread the speeches that you marked with a question mark.

- Those you understand, replace your question mark with a check mark.

2) Pinpoint

Pinpoint the problem by figuring out why you are having trouble:

- Is it a difficult word or unfamiliar vocabulary?

- Is it a difficult sentence or confusing language?

- Is it a subject about which you know very little?

3) Fix up strategies

- Use a glossary or dictionary to look up unfamiliar word

- Use visual information (pictures or other graphics)

- Examine other parts of the chapter (summary, review section, diagrams, or other features)

4) Get Help

Ask the teacher or a classmate.

3. **Advantages of Using Self Monitoring Approach to Reading and Thinking Strategy In Teaching Reading**

Buehl (2001:131) states that the advantages of Self Monitoring Approach to Reading and Thinking Strategy are:

a. Students are provided with a system that helps them actively monitor their reading success.

b. Students learn to verbalize what they do and do not understand in a reading.

c. Students are encouraged to persist until an entire reading makes sense. Students have specific steps to use to clear up trouble spots.

d. Students become involved in summarizing the material in their own words, thus helping them to remember as well as understand.

e. Help them to remember key ideas in a text.

f. This strategy is adaptable to most subject areas and is appropiate for elementary through high school level students. It is especially efective in cooperative group or tutorial setting.

E. Previous Studies

There are two previous studies that have the same skill which is reading comprehension. Two researchers such as Agustina (2010) and Pratiwi (2013) have conducted their research on reading skill at Junior High School in various places.

The first study was conducted by Rizqa Agustina in acedemic year 2010 entitled the effectiveness of using Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading comprehension of the eight grade students' of MTsN Tunggangri, Tulungagung. The study used experimental with quantitative approach. The result of this research showed the increase the students' motivation to share about their ideas, make them more independent and responsible in comprehending text. So the students could understand the material easily in the classroom especially for improving reading ability.

The second study was conducted by Meita Pratiwi in academic year 2013 entitled the effectiveness of using skimming technique in teaching reading comprehension at MTsN Pulosari Tulungagung academic year 2012/2013. The design of the study was experimental reseach. The finding of the research is skimming technique can increase students achievement in reading comprehension of narrative text. The students score after taught using skimming technique is higher than the students score before taught using skimming technique.

The differences among two previous studies above with this study can be seen from the technique or strategy used. In this study, the researcher uses different strategy that is called Self Monitoring Approach to Reading and Thinking strategy. In this study, the researcher also used experimental design in teaching reading at second grade of MTs Al-Huda Kedungwaru, Tulungagung.

CHAPTER III

RESEARCH METHOD

This chapter discusses the method used by the researcher in conducting the research. The discussion includes research design, population and sample, research instrument, validity and reliability testing, normality and homogenity testing, data collecting method, and data analysis.

A. Research Design

Research is the process that is done systematically and logically to get solution of the problems or to get the answer from the certain questions (Ary *et al*, 2002:22). Research design is used to arrange the setting of the research in order to get valid data. Arikunto (2010:45) said that research design is a design used by the researcher as the guidance in carrying out a research.

In this research, the study was conducted in an experimental design using quantitative. Ary *et al* (2002:22) said that Quantitative is research that used stastical technique to understand and explain phenomena. Experimental research involves a study of the effect of the systematic manipulation of one variable on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable (Ary *et al*, 2002:24).

According to Latief (2011:93), experimental research measures the effect of one manipulated and controlled (independent) variable to another (dependent) variable, like the effect of different methods of teaching to the students' achievement.

Experimental research can be done in the laboratory, in the class, and in the field. In this study, the experimental research was done in the class with taking students as population.

There are many kinds of experimental research design, such as pre-experimental design, true experimental, factorial design and quasi experimental (Ary *et al*, 2002:303). This study used pre-experimental design by using One Group Pretest-Posttest. This design is classified as pre-experimental design because it is little or no control of extraneous variables. That is way in this study the researcher just puts one group and used pre-test and post-test to see the result of the treatment. In this research, the group is given a pre-test before the experimental treatment. After the treatment is finished, the pos-test is administered to see the achievement. The influence of the experimental treatment can be seen by analyzing or comparing the average score of pre-test and post-test (Latief, 2011:96).

In one group Pretest-Posttest design, a single group is measured or observed not only after being exposed to a treatment of same sort, but also before it. One group pretest-posttest design usually involves three steps:

1.   Administering a pretest measuring the dependent variable

2. Applying the experimental treatment X to the subjects

3. Administering a posttest again measuring the dependent variable.

Table 3.1 A diagram One Group Pretest-Posttest Design

Pre-test	Treatment	Post-test
Y_1	X	Y_2

In this study, the procedures of experimental research that used One Group Pretest-Posttest design are:

1. Administering a pretest measuring reading comprehension of second grade at MTs Al Huda Kedungwaru, Tulungagung, East Java.

2. Applying the experimental treatment teaching reading by using Self Monitoring Approach to Reading and Thingking to the students of second grade at MTs Al Huda Kedungwaru, Tulungagung, East Java.

3. Administering a posttest measuring reading comprehension of second grade at MTs Al Huda Kedungwaru, Tulungagung, East Java.

Differences attributed to application of the experimental treatment were determined by comparing the pre-test and post-test.

In this case, the researcher wanted to find out whether there is any significant different of students achievement in reading comprehension before and after being taught by using Self Monitoring Approach to Reading and Thinking strategy.

B. Population and Sample

1. Population

Population is a generalization region involves object or subject that has quality and special characteristics in which is chosen by the researcher to investigate and make conclusions (Sugiyono, 2008:80). Referring to the statement, population is not only the existing quantify of the subject and the object studied but also involves their characteristic.

Meanwhile Ary *et al* (2002:163) states population is the larger group about which the generalization is made. Based on the description above the researcher take conclusion that the population is whole research subject used by the researcher.

In this study, the population are all of second grade students of MTs Al Huda Kedungwaru in academic year 2013/2014 which consist of two classess. The total number were 46 students.

2. Sampling

Sampling is the way to take sample. In this study, the researcher used purposive sampling to obtain the sample. According to Arikunto (2010:183), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. The researcher chose purposive sampling because the students have homogenity in their English ability than other

class, the researcher had a limited time and the teacher gave a chance to choose in class B of the students in MTs Al Huda Kedungwaru.

3. **Sample**

Sample is a part of population which wants to be analyzed. Sample must be representative if one is to be able to generalize with confidence from the sample to population. According to Arikunto (2010:131) sample is a part of population taken with certain technique. Based on the statement above the researcher takes the conclusion that sample was portion of the population that is observed. The sample of this research is the students of B class in second grade students. It consist of 24 students, there are 12 boys and 12 girls.

C. **Research Instrument**

Instrument has important function in this research. Instrument is one of the significant steps in conducting this research. Arikunto (2010:160), states that instrument is a tool or facilities that is used by researcher. Therefore, the researcher must choose some instruments in the process of collecting data. Instrument is a tool to collect a data which is needed in a research. The instrument of this research is test. To obtain the required scores of the students' achievement in reading comprehension, the researcher used two kinds of tests. They were pre-test and post-test.

1. **Pre-test**

   Pre-test was given to the students before the researcher taught by using Self Monitoring Approach to Reading and Thinking strategy. Pre-test is needed to know the basic competence for students and how far the students know about the subject that will be taught. Pre-test was given to the students at the first meeting on March 3rd, 2014. The form of pre-test was multiple choice. The test items were 20 questions about narrative text. In multiple choice test, every items has four choices, there was A, B, C and D. The time allocation was exactly 60 minutes. There were 24 students as respondents or subjects of this research.

2. **Post-test**

   After the treatment, post-test was given to the students. The aim of this test is to measure students' reading comprehension after taught by using Self Monitoring Approach to Reading and Thinking strategy. It is intended to know the mean scores of experimental groups. Post-test was given to the students' at the fourth meeting on March 14th, 2014. The test of post-test is multiple choice with 20 questions about narrative text. In multiple choice test, every items has four choices, there was A, B, C and D. The time allocation was exactly 60 minutes. There were 24 students as respondents or subjects of this research.

D. Validity and Reliability Testing

Research is always dependent upon measurement. There are two important characteristic that every measuring instrument should possess: validity and reliability (Ary *et al*, 2002:213). In this study, the test of reading comprehension has constructed to meet the criteria of validity and reliability test.

1. Validity

Validity is the most complex criterion of an effective test and the most important principle of language testing. It is the extend to which inferences made from assessment results are appropiate, meaningful, and useful in terms of the purpose of the assessment.

Ary *et al* (2002:225) states that validity is the most important consideration in developing and evaluating measuring instrument. Historically, validity was defined as the extend to which an instrument measured what it claimed to measure. Based on the definition above, validity refers to quality of instrument. Validity is always specific to the particular purpose for which the instrument is being used.

This study, the researcher used content validity. Content validity is a kind of validity which depends on careful analysis of the language being tested and of the particular test. A test is said to have content validity if its contents constitutes a representative sample of the language skill, structures, etc. being tested. So, content validity is prime

importance for achievement test, because test score can not accurately reflect a students achievement if it does not measure what the students was supposed to learn.

In this test, the researcher asked the students to answer the multiple choice test to measure students' comprehension in reading narrative text. the researcher asked them to answer the questions based on the text. The researcher made this test based on the course in the syllabus of second grade MTs Al Huda Kedungwaru. Therefore, this test is valid in term of content validity.

2. **Reliability**

Reliability is consistent and dependable. A test must be reliable as a measuring instrument. It means that a reliability is the test can be used to know that test is consistent and dependable.

Based on Ary *et al* (2002:236), reliability of measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement. Reliability is necessary characteristic of any good test for it to be valid at all. A test must first reliable as a measuring instrument. Meanwhile, Arikunto (2010:221) stated if the instruments has been reliable automatically the data is reliable.

In this research, the researcher used SPSS 16.0 to know the reliability of test instrument. It would be seen the Alpha-Cronbach score for the reliability of all items in a variable. For the qualification of pre-test and post-test, the students got 5 value if the answer is correct, and got 0 if the answer is uncorrect for each questions.

According to Riduwan (2004:136), the criteria of reliability instrument can be devided into 5 classess, those are very reliable, reliable, enough reliable, rather reliable, and less reliable. The criteria of reliability can be showed as follow:

Table 3.2. Criteria of reliability

Interval coeficient	Corelation
0.80 – 1.000	Very reliable
0.60 – 0.79	Reliable
0.40 – 0.59	Enough reliable
0.20 – 0.39	Rather reliable
0.00 – 0.19	Less reliable

From the analysis, the researcher got the pre-test and post-test scores. The value of pre-test score is 0.885 and the value of post-test score is 0.698. From the above evidence, it was found that pre-test is very reliable and post-test is reliable.

E. Normality and Homoginity Testing

1. Normality

Normality distribution test is a test to measure whether our data has a normal distribution. Normality test is intended to show that the sample data come from a normally distributed population. So it can use parametric statistic. To know the normality, the researcher used *Kolmogrov-Smirnov* test with SPSS 16.0. If the value is smaller than 0.05 indicates that the data are non normal. If the value is higher than 0.05 indicates that the data is normal. The result can be seen in the table below.

Table 3.3 Normality test

One-Sample Kolmogorov-Smirnov Test

		VAR00001
N		24
Normal Parameters[a]	Mean	62.50
	Std. Deviation	13.831
Most Extreme Differences	Absolute	.197
	Positive	.103
	Negative	-.197
Kolmogorov-Smirnov Z		.964
Asymp. Sig. (2-tailed)		.311

a. Test distribution is normal

Based on the table above, output One-Sample Kolmogorov-Smirnov Test show that the subjects is 24 students. The value of Kolmogorov-Smirnov Z is 0.964 and the Asymp. Sig. (2-tailed) is 0.311. If the probability > 0.05, so the data is normal. The significant is 0.311 bigger from 0.05 (0.311 > 0.05). It means that the data is normal.

2. Homogenity

Homogenity test is intended to show that two or more groups of data samples come from populations having the same variance. To know the homogenity, the researcher used *one way anova* with SPSS 16.0. The test is called homogen if the significant score more than 0.05. The result can be seen in table below.

Table 3.4 Homogenity test

ANOVA

VAR00002

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1081.250	7	154.464	3.286	.023
Within Groups	752.083	16	47.005		
Total	1833.333	23			

Based on the table above, the test is homogenity because the significant is 0.023. it means that the significant is more than 0.05 (0.023 > 0,05).

F. Data Collecting Method

Data collecting method was needed to obtain the research data. Data collecting is systematic and standarized proedure to obtain the necessary data (Tanzeh, 2009:57). There was a method of collecting data used in this research. It was administering test.

Test is method of collecting data to measure students' achievement. Arikunto (2010:127) states that test is a series questions, or others which are used to measure the skill, knowledge, intelligent, ability or talent that have by individual or group. Thus, a test is a method to gain the data by giving some questions to the respondent.

In this research, the researcher used achievement test. Achievement test is a test that is used to measure the process that students making after learn something. This test used to measure students' achievement in reading comprehension before and after they taught using Self Monitoring Approach to Reading and Thinking.

There are procedures of conducted the research:

1. Give the pre-test to measure students' achievement in reading comprehension before they are taught by using Self Monitoring Approach to Reading and Thinking.

2. Give the treatment, that is by using Self Monitoring Approach to Reading and Thinking strategy.

3. Give the pos-test to measure students' achievement in reading comprehension after they are taught by using Self Monitoring Approach to Reading and Thinking.

Table 3.5 The Schedule of test and treatment

No	Activity	Date
1.	Pretest	March 3, 2014
2.	Treatment	March 6, 2014 March 10, 2014
3.	Posttest	March 13, 2014

G. Data Analysis

Data analysis is a review of a series of activities, grouping, systematization, interpretation and verification of data so that a phenomenon has social value, academic, and scientific (Tanzeh, 2009:69). The data obtained from research result of students test that were analyzed quantitatively.

Quantitative data analysis is also called statistical analysis. It means that the result of the data served up in numeral form. The quantitative data of this research is analyzed using statistical computation. This technique was used to find the significant difference on students comprehension after being taught using Self Monitoring Approach to Reading and Thinking strategy. In this research, the researcher uses computation paired sample T test by SPSS 16.0. It means that the researcher did not uses manual computation, all the data collected were accounted by using SPPS 16.0 program in this case was paired sample T test.

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes about research finding that includes about the description of data, hypothesis testing and discussion.

A. The Description of Data

To know students' achievement of reading comprehension, the researcher gave pre-test and post-test in order to know whether there is different score of the students before and after being taught by using Self Monitoring Approach to Reading and Thinking strategy. The researcher used three steps: pre-test, treatment using Self Monitoring Approach to Reading and Thinking strategy and post-test.

Pre-test was given to students. They had to answer the questions about narrative text. The test in the form of multiple choice which consists of 20 items. The questions of pretest given by the researcher consists of 3 stories. In multiple choice test, every items has four choice, there was A, B,C and D. There were 24 students as respondents or subjects of the research. The test was conducted by the researcher before teaching using Self Monitoring Approach to Reading and Thinking strategy. This test was to know the students' reading achievement before students got treatment.

After the researcher got scores from pretest, the researcher gave treatment to the students by using Self Monitoring Approach to Reading and Thinking strategy. The researcher asked the students to read the story about narrative text. During the treatment, the students looked enjoy and enthusiastic with this strategy.

When treatment had finished, the researcher gave post-test to know students achievement after being taught using Self Monitoring Approach to Reading and Thinking strategy. There are 24 students as respondents or subjects of this research. The questions were 20 items in the form of multiple choice. In multiple choice test, every items has four choice, there was A, B,C and D. The questions of post-test were about narrative text which consisted of 3 stories. The result of post-test showed that the students reading achievement improved significantly. The data of the students' achievement before and after being taught by using Self Monitoring Approach to Reading and Thinking strategy can be seen at table below.

Table 4.1 The result of pre-test and post-test students reading comprehension before and after being taught by using Self Monitoring Approach to Reading and Thinking strategy.

No	Name	Pre-test Score	Post-test Score
1.	AKN	75	80
2.	AS	80	85
3.	ANR	65	75
4.	AC	30	60
5.	AN	50	70
6.	BN	80	80
7.	DF	70	70
8.	EN	65	90
9.	FF	65	85
10.	HR	50	65
11.	IF	65	85
12.	KK	80	85
13.	LN	60	70
14.	MK	70	85
15.	MGF	65	65
16.	MNZ	30	70
17.	MF	75	75
18.	MSN	50	60
19.	OR	75	80
20.	RF	65	70
21.	SD	55	70
22.	YM	70	75
23.	NK	50	60
24.	SA	60	70
	N= 24	X= 62,50	X=74.17

Based on the table above, the researcher used the alphabet to replace students' name because the students' name can not write completely. There are 24 students as subjects or respondents of the research. The highest score of pre-test is 80 and the lowest score is 30. After getting treatment, the students did post-test. 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 and the mean score of post-test is 74.17. So, the different mean is 11.67.

The data of students pre-test and post-test can be arranged in the form of frequency and percentage through scoring criteria and it is divided into five criteria, those are: excellent, good, average, poor and very poor.

Table 4.2 Table of criteria students' score

No	Grade	Criteria	Range Score
1.	A	Excellent	100 – 85
2.	B	Good	84 – 70
3.	C	Average	69 – 55
4.	D	Poor	54 – 50
5.	E	Very Poor	49 – 0

Table above explained the criteria of students' score in reading comprehension. The formula to find out the percentage score as follow:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Symbol of percentage

F = Frequency

N = Subject on the sample

Table 4.3 The percentage of students' reading comprehension before being taught by using Self Monitoring Approach to Reading and Thinking Strategy

No	Criteria	Range Score	Fx	%
1.	Excellent	100 – 85	-	-
2.	Good	84 – 70	9	37.5%
3.	Average	69 – 55	9	37.5%
4.	Poor	54 – 50	4	16.67%
5.	Very Poor	49 - 0	2	8.33%
			N= 24	P= 100%

Based on the table 4.3, it is known that the students' achievement before being taught using Self Monitoring Approach to Reading and Thinking Strategy, there are 37.5% students had good score where the students got range score from 84-70, 37.5% students had average score where the students got range score from 69-55, 16.67% students had poor score where the students got range score from 54-50, and 8,33% students had very poor score where the students got range score from 49-0. It means that most of them can not understand in reading comprehension and students' reading achievement need to improve again.

Table 4.4 The percentage of students' reading comprehension after being taught by using Self Monitoring Approach to Reading and Thinking Strategy

No	Qualification	Range Score	Fx	%
1.	Excellent	100 – 85	6	25%
2.	Good	84 – 70	13	54.17%
3.	Average	69 – 55	5	20.83%
4.	Poor	54 – 50	-	-
5.	Very Poor	49 - 0	-	-
			N= 24	P= 100%

Based on percentage above, it can concluded that the students' achievement after being taught using Self Monitoring Approach to Reading and Thinking strategy is increases, there are 25% students got score with range score 100-85, it means that the students were very good in mastery reading comprehension. 54.17% students had good score where the students got range score from 84-70, 20.83% students had average score where the students got range score from 69-55, and there was no students who had poor and very poor score. It means that Self Monitoring Approach to Reading and Thinking strategy can help the students to understand in reading comprehension and students reading achievement can increase.

Table 4.5 The comparison of students' reading comprehension before and after being taught using Self Monitoring Approach to Reading and Thinking Strategy

No	Qualification	Range Score	Before using Self Monitoring Approach to Reading and Thinking strategy	After using Self Monitoring Approach to Reading and Thinking strategy
1.	Excellent	100 – 85	-	25%
2.	Good	84 – 70	37.5%	54.17%
3.	Average	69 – 55	37.5%	20.83%
4.	Poor	54 – 50	16.67%	-
5.	Very Poor	49 – 0	8.33%	-
			N= 24	P= 100%

Based on the table above, there are difference score before and after being taught using Self Monitoring Approach to Reading and Thinking strategy. The student's score after they were taught using Self Monitoring Approach to Reading and Thinking strategy is higher and better than before they were taught using Self Monitoring Approach to Reading and Thinking strategy. It means that teaching reading comprehension using Self Monitoring Approach to Reading and Thinking strategy can improve students achievement in reading.

In this research, the researcher used stastical test using computation paired sample T-test by SPSS 16.00. It is used to know the effectiveness of using Self Monitoring Approach to Reading and Thinking strategy in reading comprehension. These subject are referred to as paired or dependent because they are drawn dependently from same subject. The result is as follow:

Table 4.6 Paired Samples Statistic

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	62.50	24	13.831	2.823
	posttest	74.17	24	8.928	1.822

Based on the table 4.6, the data presented are the performance scores of the members of one group which the students who were taught before and after using Self Monitoring Approach to Reading and Thinking strategy in reading comprehension. Output paired sample statistics shows that there are mean scores differences between pre-test and post-test. The mean score of pre-test is 62.50 and the mean score of post-test is 74.17. So, the mean score of post-test is higher than the mean score of pre-test. The number of pre-test and post-test given by the researcher are 20 questions in the form of multiple choice which consist of 3 stories. The pre-test was done before treatment. The post-test was done after giving treatment process. The number of subjects or respondents of each samples (N) is 24 students.

Meanwhile, standard deviation of pre-test is 13.831 and standard deviation of post-test is 8.928. Mean standard eror for pre-test is 2.823, while mean standard eror for post-test is 1.822. So, we can concluded that the value increases after being taught using Self Monitoring Approach to Reading and Thinking strategy in reading comprehension.

Table 4.7 Paired Samples Correlation

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	24	.678	.000

Based on table 4.7, output paired samples correlation shows the correlation between both samples is 0.678 and numeral significance is 0.000. For interpretation of decision based on the result of probability achievement that is:

a. If the probability >0.05, so the null hypothesis (Ho) accepted

b. If the probability <0.05, so the null hypothesis (Ho) rejected

The numeral significant is 0.00 smaller from 0.05 (0.00 < 0.05). It means that the null hypothesis (Ho) is rejected. So, 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 at the second grade of MTs Al Huda Kedungwaru, Tulungagung.

Table 4.8 Paired Samples Test

Paired Samples Test

	Paired Differences							
			Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean	Std. Deviation		Lower	Upper			
Pair 1 pretest – posttest	-11.667	10.180	2.078	-15.965	-7.368	-5.615	23	.000

Based on table 4.8, output paired samples test shows the result of compare analysis with using T-test. The difference mean score of pre-test and post-test is -11.667. Standard deviation is 10.180, mean standard eror is 2.078, the lower different is -15.965, while upper different is -7.368. The result of t_{count} is -5.615 (symbol minus in this matter ignored) with df is 23 and significance is 0.000.

The significance value is 0.00 and the significance level is 0.05. It means that the significance value is smaller than significance level (0.00 < 0.05). So, the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.

Then, the researcher interpretation with compare t_{count} with t_{table} where degree of freedom is 23. The researcher look for the score of t $_{table.}$ At the significance level of 0.05, the score of t_{table} is 2.069. By comparing "t", the

researcher has got the calculation of t_{count} is -5.615 and the value of "t" on the t_{table} is 2.069. It means that t_{count} is bigger than t_{table} = (-5.615 > 2.069). So, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

The alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is significant different of students' achievement in reading comprehension before and after being taught using Self Monitoring Approach to Reading and Thinking strategy.

B. Hypothesis Testing

From the analysis above, the hypothesis of this study which is use in SPSS 16.0 are:

a. If t_{count} is bigger than t_{table}, the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.

It means that there is different score of students' achievement in reading before and after taught using Self Monitoring Approach to Reading and Thinking strategy. The different is significant.

b. If t_{count} is smaller than t_{table}, the alternative hypothesis (Ha) is rejected and null hypothesis (Ho) is accepted.

It means that there is no different score of students' achievement in reading before and after taught using Self Monitoring Approach to Reading and Thinking strategy. The different is not significant.

Based on computing T-test using SPSS 16.0, the researcher gave interpretation toward "t" score with compare t_{count} with t_{table}. The researcher interpretations that t_{count} is -5.615 with the significant value is 0.00. The score of t_{table} is 2.069 with significant level of 0.05 with df = 23. It is known that t_{count} is bigger than t_{table} (-5.615 > 2.069).

In this research t_{count} is bigger than t_{table}. So, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is significant difference of students' achievement in reading comprehension before and after being taught using Self Monitoring Approach to Reading and Thinking strategy of second grade at MTs Al Huda Kedungwaru.

The research hypothesis states that the students who had been taught by using Self Monitoring Approach to Reading and Thinking strategy obtain better achievement than before taught by using Self Monitoring Approach to Reading and Thinking strategy. Thus, it can be concluded that by using Self Monitoring Approach to Reading and Thinking strategy in teaching reading comprehension of secod grade at MTs Al Huda Kedungwaru is effective.

C. **Discussion**

Based on data analysis, it shows that there is significant difference of students' achievement in reading comprehension before and after being taught by using Self Monitoring Approach to Reading and Thinking strategy at second grade of MTs Al Huda Kedungwaru.

The mean score of reading comprehension before being taught using Self Monitoring Approach to Reading and Thinking strategy is bad because the mean score is 62.50. After getting treatment, the mean score is 74.17. It is improved and the mean score of post-test is higher than the mean score of pre-test. After computing T-test, it is found that there is difference of the mean score between pre-test and post-test is 11.667. In T-test analysis that is used by the researcher, the result of t_{count} is -5.615.

From the finding, it is known that t_{count} is bigger than t_{table}. So, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is significant different of students achievement in reading comprehension before and after being taught by using Self Monitoring Approach to Reading and Thinking strategy at MTs Al Huda Kedungwaru. The null hypothesis (Ho) states that there is no significant different score of students' achievement in reading before and after being taught by using Self Monitoring Approach to Reading and Thinking strategy is rejected.

Based on research method, teaching and learning process was devided into three steps. First step was giving pre-test for students to know the students reading comprehension before being taught by using Self Monitoring Approach to Reading and Thinking strategy. This test is given in order to know how far the students' ability in reading comprehension of narrative text. Pre-test was conducted on March 3rd, 2014. The form of test is multiple choice which consists of 20 questions. The questions of pretest consists of 3 stories about narrative text. The time allocation was 60 minutes. There were 24 students as respondents or subjects of this research.

The second step was given treatment to the students. For the first treatment in March 6th, 2014 the researcher did treatment by using Self Monitoring Approach to Reading and Thinking strategy in teaching reading. At the first treatment, the researcher as the teacher explained about the definition, communicative purpose, generic structures, and the example of narrative text. The researcher also explained the steps of Self Monitoring Approach to Reading and Thinking strategy in several times before asking the students to use it independently. The researcher gave the example of how to use Self Monitoring Approach to Reading and Thinking strategy.

Then, the students were given a text about the legend of Surabaya and the exercises about the text. The questions in the form of essay. The researcher asked the students to read aloud. After the students read a section of the text, the researcher asked them to use a pencil and gave a check mark ( ) in the margin if they understood and gave questions mark (?) if they did

not understand. The researcher asked the students to explain themselve about what they read. After that, the students re-read the questions mark (?) to know why they are having trouble. If the students could understand the meaning of words or sentences in questions mark (?), the students could change the questions mark with check mark ( ). When the students didn't understand or were confused about the sentences in questions mark (?), the students could use the dictionary and asked the teacher or classmate to understand the meaning of words or sentences.

After the step had done, the researcher asked the students to explain the story one by one of each paragraph. Teacher gave time for the students to understand themselves. The last, the teacher asked the students to do the exercise.

At the second treatment, the researcher evaluated the material about narrative text and the steps of Self Monitoring Approach to Reading and Thinking strategy. At this time, the researcher gave the oral questions to students about the material of the previous week. It was conducted on March 10th, 2014. As the first treatment, the researcher gave a text about the legend of Timun Mas and the exercises about text. The questions are in multiple choices. The researcher asked the students to read aloud. After the students read a section of the text, the researcher asked them to use a pencil and gave a check mark ( ) in the margin if they understood and gave questions mark (?) if they did not understand. The researcher asked the students to explain themselves about what they read. After that, the students re-read the questions

mark (?) to know why they are having trouble. If the students could understand the meaning of words or sentences in questions mark (?), the students could change the questions mark with check mark ( ). When the students did not understand or were confused about the sentences in questions mark (?), the students could use the dictionary and asked the teacher or classmate to understand the meaning of words or sentences.

After the students finished reading aloud and understood about the legend of Timun Mas, the teacher asked the students to explain the story one by one of each paragraph. The steps of Self Monitoring Approach to Reading and Thinking strategy was the same as in the first treatment.

After the step had done, the researcher asked the students to explain the story one by one of each paragraph. Teacher gave time for the students to understand themselves. The last, the teacher asked the students to do the exercise.

The third step was giving post-test for the students to know the students' achievement in reading comprehension after being taught by using Self Monitoring Approach to Reading and Thinking strategy. Post-test was conducted on March 13th, 2014. As the pre-test, the test is multiple choice which consists of 20 questions about narrative text. The questions of post-test consists of 3 stories. The time allocation was 60 minutes. There were 24 students as respondents or subjects of this research.

Based on the result from teaching reading comprehension by using Self Monitoring Approach to Reading and Thinking 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.

In the treatment process, the students were more interested when the researcher applied this strategy. They felt enthusiastic to read aloud the text and answered the questions from the text and the teacher. When the researcher applied this strategy, there are some difficulty such as: the students lack vocabulary and difficult to understand the meaning of the text. So, there are many questions mark ( ) in the margin of each paragraph. If they do not understand the meaning of the text, the students can used dictionary to look up unfamiliar word and asked the teacher or classmate.

Based on the explanation above, Self Monitoring Approach to Reading and Thinking strategy is so important to understand in a particular text. This strategy is easy and interesting in teaching reading comprehension. In teaching learning process, the students more enjoyable and active to study reading.

According to Buehl (2001:131), there are many advantages of using Self Monitoring Approach to Reading and Thinking strategy. In teaching and learning process, the researcher got the advantages of using this strategy. The advantages are the same as what Buehl said, such as: (1) this strategy can provide students with a system that helps them active for monitoring their

reading success. The students could monitoring their reading when they understood and did not understand in reading. (2) students learn to verbalize what they understood and did not understand in reading. By using check mark and questions mark, the students can understood and did not understand in particular text. (3) they are could summarize the material in their own words. So, some students could explain the story in their own word.

Based on theory, Self Monitoring Approach to Reading and Thinking strategy can improve students mastery in reading comprehension. This strategy can encourage students to persist until a text is understood, and help students learn to carry on an internal monologue while they read. Self Monitoring Approach to Reading and Thinking strategy is so important to understand the content of the text. The theory above is accepted by the researcher, especially in understanding the reading comprehension at Junior High School.

Based on the result, it can be concluded that Self Monitoring Approach to Reading and Thinking strategy was effective in teaching reading comprehension. Using Self Monitoring Approach to Reading and Thinking strategy in teaching reading comprehension is an alternative to make the students feel enjoyable and more active. This strategy is essay to used and interesting to study reading. So, Self Monitoring Approach to Reading and Thinking strategy is suitable strategy especially in understanding reading comprehension and can improve the students' achievement in reading comprehension at second grade of MTs Al Huda Kedungwaru, Tulungagung.

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 stastical analysis, the mean score of pre-test is 62.50 and the mean score of post-test is 74.17. So, the different mean is 11.67. It means that the mean score of post-test is higher than the mean score of pre-test.

2. There is significant different of students' achievement in reading comprehension before and after being taught using Self Monitoring Approach to Reading and Thinking strategy at second grade of MTs Al Huda Kedungwaru.

3. Based on the result computation t-test using SPSS 16.00, it shows that the significance value is 0.00 and the significance level is 0.05. It means that the significance value is smaller than significance level $(0.00 < 0.05)$. The score of t_{count} is 5.615 and the score of t_{table} is 2.069 with degree of freedom is 23. It is known that t_{count} is bigger than $t_{table} = (5.615 > 2.069)$.

4. Based on the hypothesis testing, if t_{count} is bigger than t_{table}, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. So, Self Monitoring Approach to Reading and Thinking is effective in teaching reading comprehension at second grade of MTs Al Huda Kedungwaru, Tulungagung.

B. Suggestion

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

1. Students

The students need to improve their skill, especially in reading skill. After the students taught by using Self Monitoring Approach to Reading and Thinking strategy, the students improve their achievement in reading comprehension of text. The students can understand a particular text. So, the researcher recommended to use Self Monitoring Approach to Reading and Thinking strategy when they are learning about reading comprehension text.

2. Teacher

Based on the finding, Self Monitoring Approach to Reading and Thinking strategy was effective strategy in teaching reading comprehension at Junior High school. This strategy can improve the

students' achievement in reading comprehension. The researcher suggested the teachers to use Self Monitoring Approach to Reading and Thingking strategy for teaching reading in order to make the students easier understand the reading text.

3. Future researcher

This research is not perfect yet, it is suggested for the future researchers to conduct a similar study in other levels of the students such as Senior High School and University to see whether this strategy is effective for improving the students' ability in reading comprehension. The future researcher could use Self Monitoring Approach to Reading and Thinking strategy with different methods or design. It is also advisable to implement other strategy in their study for improving the students' reading comprehension. The reseacher hopes that this study can be used as an additional reference for the other research.