

**THE EFFECTIVENESS OF USING SMART STRATEGY IN
READING COMPREHENSION OF SECOND GRADE
STUDENTS AT MTs AL HUDA KEDUNGWARU
IN THE ACADEMIC YEAR 2013/2014**

THESIS



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STATE ISLAMIC INSTITUTE (IAIN)
TULUNGAGUNG
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THESIS

Presented to Faculty of Tarbiyah and Teacher Training
State Islamic Institute of Tulungagung in partial fulfillment of the
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Education Department



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2014

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MOTTO

*“There is no success without a struggle.
And there is no struggle without sacrifice”*

DEDICATION

This thesis is dedicated to:

- ❖ Thanks for God, who has given blessing and mercing
- ❖ My beloved parents Mahfud and Siti Fadilah who have given full love, attention, motivation and pray for me. Thanks for your affection and endless love.
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ABSTRACT

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Keywords: SMART strategy, reading comprehension.

Reading is one skill that is very important in implementing teaching and learning process at Junior High School level. However, many students have difficulties in learning English, especially reading comprehension. Some difficulties are faced by students in learning English are: first, the students lack in vocabulary. Second, the students difficulty to understand the meaning of the text. Third, the students do not have good motivation to read. As an English teacher, we have to be able to find an interesting strategy in teaching English especially in reading comprehension. Based on the problem above, an appropriate strategy was needed to improve reading comprehension ability of the students. One of the strategies use in teaching reading comprehension is Self Monitoring Approach to Reading and Thinking (SMART) strategy. This strategy can help the students to understand the text by identifying what is understood and not understand in a text and can determine the main idea of the text. 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.

The formulation of the research problems were: (1) How is students' achievement in reading comprehension before they are taught by using Self-Monitoring Approach to Reading and Thinking strategy? (2) How is students' achievement in reading comprehension after they are taught by using Self-Monitoring Approach to Reading and Thinking strategy? (3) 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?.

The purposes of this study were: (1) To know the students' achievement in reading comprehension before they are taught by using Self-Monitoring Approach to Reading and Thinking strategy. (2) To know the students' achievement in reading comprehension after they are taught by using Self-Monitoring Approach to Reading and Thinking strategy. (3) To know whether there is any significant difference of students' achievement in reading comprehension before and after being taught by using Self-Monitoring Approach to Reading and Thinking strategy.

Research method applied in this study included: (1) The research design in this study was pre-experimental design with quantitative approach in the form of one-group pre-test and post-test design. (2) The population of this study was all students of second grade at MTs Al-Huda Kedungwaru, Tulungagung. (3) The samples was VIII B class which consists of 24 students. (4) The research instrument was test. (5) The data analysis was using T-test by SPSS 16.0.

The result showed that the students' mean score before they are taught using Self Monitoring Approach to Reading and Thinking strategy was 62.50. While the students' mean score after they are taught using Self Monitoring Approach to Reading and Thinking strategy was 74.17. So, the different mean is 11.67.

In addition, the result of the stastical computation used T-test with SPSS 16.0 revealed that the obtained t_{count} was 5.615, and by using degree of freedom (df) = 23, the researcher obtained that t_{table} was 2.069 at 0.05 of significance level. So, t_{count} was higher than t_{table} . It indicated that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. So, there is significant 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. In other words, Self Monitoring Approach to Reading and Thinking strategy can be used as an alternative strategy in teaching reading comprehension to students of Junior High School.

ABSTRAK

Fitriyah, Masnunatul. Nomor Induk Mahasiswa. 3213103101. 2014. *Keefektifan menggunakan strategi SMART pada pemahaman membaca siswa kelas dua MTs Al-Huda Kedungwaru tahun akademik 2013/2014*. Skripsi. Tadris Bahasa Inggris. Institut Agama Islam Negeri (IAIN) Tulungagung. Dosen Pembimbing: Faizatul Istiqomah, M.Ed.

Kata Kunci: Strategi SMART, Pemahaman Membaca.

Membaca adalah salah satu keahlian yang sangat penting dalam melaksanakan proses belajar mengajar pada tingkat SMP. Tetapi, banyak siswa mengalami kesulitan dalam belajar bahasa Inggris, terutama dalam memahami bacaan. Beberapa kesulitan yang dihadapi siswa dalam belajar bahasa Inggris adalah: pertama, siswa kekurangan kosa kata. Kedua, siswa kesulitan untuk memahami makna dalam teks. Ketiga, siswa juga tidak mempunyai motivasi yang baik untuk membaca. Sebagai guru bahasa Inggris, kita harus dapat menemukan strategi dalam mengajar bahasa Inggris terutama dalam pemahaman membaca. Berdasarkan masalah di atas, strategi yang tepat diperlukan untuk meningkatkan kemampuan pemahaman membaca siswa. Salah satu strategi yang digunakan pada pengajaran memahami bacaan adalah strategi Self Monitoring Approach to Reading and Thinking (SMART). Strategi ini dapat membantu siswa untuk memahami teks dengan mengidentifikasi apa yang dipahami dan tidak dipahami di teks dan dapat menentukan ide pokok dari sebuah teks. Dengan menggunakan tanda sistem, siswa dapat menggunakan tanda cek () di garis tepi jika mereka mengerti dan menggunakan tanda pertanyaan (?) jika mereka tidak mengerti arti dari teks.

Rumusan pertanyaannya adalah sebagai berikut: (1) Bagaimana prestasi siswa pada pemahaman membaca sebelum mereka diajarkan menggunakan strategi Self-Monitoring Approach to Reading and Thinking. (2) Bagaimana prestasi siswa pada pemahaman membaca setelah mereka diajarkan menggunakan strategi Self-Monitoring Approach to Reading and Thinking. (3) Apakah ada perbedaan nilai yang signifikan pada pemahaman membaca sebelum dan setelah mereka diajarkan menggunakan strategi Self-Monitoring Approach to Reading and Thinking.

Tujuan penelitian ini adalah sebagai berikut: (1) Untuk mengetahui prestasi siswa pada pemahaman membaca sebelum mereka diajarkan menggunakan strategi Self-Monitoring Approach to Reading and Thinking. (2) Untuk mengetahui prestasi siswa pada pemahaman membaca setelah mereka diajarkan menggunakan strategi Self-Monitoring Approach to Reading and Thinking. (3) Untuk mengetahui apakah ada perbedaan nilai yang signifikan pada

pemahaman membaca sebelum dan setelah mereka diajarkan menggunakan strategi Self-Monitoring Approach to Reading and Thinking.

Metode penelitian yang digunakan peneliti adalah: (1) Metode yang digunakan dalam penelitian ini adalah pre-eksperimental satu grup Pre-test and Post-test dengan pendekatan kuantitatif. (2) Populasi dalam penelitian ini adalah seluruh siswa kelas VIII di MTs Al-Huda Kedungwaru, Tulungagung. (3) Sampel dalam penelitian ini adalah kelas VIII B yang berjumlah 24 siswa. (4) Instrumen yang digunakan dalam penelitian ini adalah test. (5) Analisis data menggunakan T-tes dengan program SPSS 16.0.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa sebelum mereka diajarkan menggunakan strategi Self-Monitoring Approach to Reading and Thinking adalah 62.50. Sedangkan nilai rata-rata siswa setelah mereka diajarkan menggunakan strategi Self-Monitoring Approach to Reading and Thinking adalah 74.17. Sehingga perbedaan nilai rata-rata adalah 11.67.

Selain itu, hasil dari perhitungan statistik menggunakan uji T dengan program SPSS 16.0 menunjukkan bahwa perolehan t_{hitung} adalah 5.615 dan dengan menggunakan derajat kebebasan yaitu 23, peneliti mendapatkan nilai t_{tabel} adalah 2.069 pada tingkat signifikan 0.05. Jadi t_{hitung} lebih besar dari t_{tabel} . Ini berarti bahwa hipotesis alternatif (H_a) diterima dan hipotesis nul (H_o) ditolak. Jadi ada perbedaan nilai siswa yang signifikan dalam pemahaman membaca sebelum dan sesudah diajarkan menggunakan strategi Self Monitoring Approach to Reading and Thinking di MTs Al-Huda Kedungwaru. Dengan kata lain, strategi Self Monitoring Approach to Reading and Thinking dapat digunakan sebagai strategi alternatif dalam pengajaran membaca untuk siswa di tingkat SMP.

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, May 26th 2014

The writer

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Declaration of Authorship

Curriculum Vitae

Certificate of authorship