

**The Effect of Smart (Self Monitoring Approach to Read And Think) Strategy In Students' Reading Comprehension at SMAN 4 Kota Bengkulu**

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**ABSTRACT**

The objective of the research was to find out the effect students reading comprehension after being through SMART (Self Monitoring Approach to Read and Think) strategy in reading comprehension. The design of this research was experimental research. The instrument of the research was reading comprehension test. The result showed SMART (Self Monitoring Approach to Read and Think) was effective to be used to students' ability in reading comprehension because there was a significant difference between the progresses in writing of the students who were studying through SMART strategy and those are not. By SMART strategy was effective to improve students' comprehension in the aspect of finding main idea and identifying specific information. It is suggested for English teacher: it is expected for the teacher to use this strategy to make students enjoy their time to read the text in the classroom. Afterthat, in order to increase the students scores reading comprehension, the teachers are expected use the variation strategy and choose the best strategy, like SMART or another strategy that can help improvement of students ability and the students do not feel bored to learn.

**Key words:** *Reading Comprehension, SMART Strategy, Desscriptive Text*

## **INTRODUCTION**

### **Background**

Reading is a process of decoding message which readers own experience and knowledge. According to Stella (2019:5), "Reading is the reader's struggle to understand what the text is about". Yupika (2021) states that reading is skill that combines background knowledge and thinking to understand a text. Reading is an active process. The students should recognize the word, which are used by teacher, and also the students should be familiar with the grammar in the text. It means that reading is an activity which is tended to get information from the text, and reader should use a specific technique to understand the text is being read.

In English, there are several kinds of the text for students to learn. In the Senior High School usually, they are descriptive text, recount text, narrative text, and procedure text. This research will be discusses about reading of descriptive text. Descriptive text is a texts that lists the characteristics of identification or description. According to Pardiyono (2006), descriptive text contains an object, the object is either dead or alive, including humans and animals. So, descriptive text is a text type that is widely used in daily life in describing objects, places, people, animals, and more.

There were three previous studies that have the similar area to this research. The first research was done by Fitriyah (2014), who found that SMART Strategy was suitable to improve students' reading comprehension and the students' achievement in reading comprehension. The second was conducted by Lukman (2015) who used a collaborative classroom action research. His research showed that the implementation of SMART (Self Monitoring Approach to Reading and Thinking) strategy in. the teaching-learning of reading comprehension could improve the students' comprehension skill. The third research was by Bakar (2020), who performed an experimental research. This research used pretest and posttest to collect the data. It also used some statistical formulas to analyse the data. It was found that there is a difference in the students' achievement in reading comprehension between students taught Self Monitoring Approach Reading

to Thingking (SMART) strategy and those without using Self Monitoring Approach Reading to Thingking (SMART) strategy. Thus, the previous researcher found that SMART strategy was effective strategy in teaching reading comprehension.

Based on the researcher experience teaching as internship student at SMAN 04 Kota Bengkulu found some problems that related to learning process in reading. First, the students read the text without understanding the topic, generic structure of descriptive text, vocabulary and language features of descriptive text. The students could not get the ideas of the text and they were difficult in getting information from the text. Second, the students less interest in learning process. The students difficulty to find ideas from the text and could not convey information of the text to their partner. The last, the teacher uses the same strategy in every meeting. Sometime, the strategy that is used by the teacher is not appropriate with material. That, make students felt bored in learning process. The teachers only asked the students to read a text without leading to the topic of the text. Next the teachers do not initiate a certain strategy how to comprehend a text. In reading comprehension, students not only read the text but also they understand what they read. The next teachers who still use traditional method in teaching reading. The teachers just give the material and explain it, give examples and excercises.

In that case, the teachers were supposed to be creative in teaching learning process to create a good atmosphere and make the English lesson more exciting. Teaching reading for Senior High School needs appropriate technique in order that students are active and creative in reading lesson. So, the researcher needs to implement a strategy to the students' interest in learning English. The researcher tries to apply another strategy as a problem solving in learning English in SMAN 04 Kota Bengkulu.

There are some strategies to reach the better academic achievement of the students, especially reading ability in descriptive text. It is greatly influenced by the strategy used by the teacher. In this study, the researcher will use another strategy that can make the students' ability in reading comprehension. One of the strategies that can help students understanding materials is SMART (Self-Monitoring Approach for Read and Think).

Self-Monitoring Approach to Read and Think (SMART) strategy is effective strategy that can be applied by teacher in teaching English by using this strategy, it can solve student's problem in reading. According to Vaughan and Estes (2001), Self-Monitoring Approach to Reading and Think (SMART) strategy is a strategy that helps students to think about how their reading is proceeding. It assists students in knowing what sorts of questions they need to ask themselves during the reading of a text to gain meaning. Self-Monitoring Approach to Read and Think (SMART) is based on the idea that effective understood in a particular text. It means that, this strategy helps students to remember key ideas in a text and encourages students to persist until a text is understood. So, the use of this strategy is hoped to able to provide great chance for our learners to find out how to comprehend reading passages by themselves without teacher's spoon feeding. In short, SMART can solve the students' problem in reading comprehension.

This strategy motivated the students to study and raise teaching learning process. By using this technique, the students will be interest and enjoy reading descriptive text. The researcher hoped that this strategy can be relevant strategy to give solution for the problem of reading lesson. Based on the explanation above, the researcher conducted a research for ability students' reading by applying SMART (Self Monitoring Approach to Read and Think) strategy in reading comprehension.

### **Research Question**

Based on the background above, the question of this research was " Is there any the significant effect of students who are taught by SMART (Self Monitoring Approach to Read and Think) strategy in students reading comprehension at SMAN 4 Kota Bengkulu?"

### **RESEARCH METHODOLOGY**

The design of this research was experimental research. the experimental group consists of the students who were taught by using SMART (Self-Monitoring Approach to Reading and Thinking) reading strategy. The success of the treatment is determined by comparing the post-test score. The

result of the post-test is used to know whether there is the effect of the SMART (Self-Monitoring Approach to Reading and Thinking) reading strategy on students reading comprehension. The population of this research was all of the eleventh grade IPS students of SMAN 04 Kota Bengkulu, which consist of students classes 1-4, one class has 30 students. So, the total of all students is 120 students

**The sample of research**

<b>Group</b>	<b>Number</b>
<b>Experimental</b>	<b>30</b>
<b>Control</b>	<b>30</b>
<b>Total</b>	<b>60</b>

The researcher used a reading comprehension test consist of a post-test as the instrument to this research. The reading test in the form of multiple choice questions.

### **Research Hypothesis**

A hypothesis was a tentative and answer the problem of the research, the hypothesis, they were:

1. Null Hypothesis ( $H_0$ ):  
There was no a significant effect of the students reading comprehension after being trough SMART (Self Monitoring Approach to Read and Think) strategy in reading comprehension.
2. Alternative hypothesis ( $H_1$ ):  
The students increased their reading comprehension after implementing the SMART (Self Monitoring Approach to Read and Think) strategy.

## **RESULT AND DISCUSSION**

### **Result**

#### **4.1.1 The result of Pre Test and Post Test on Control Class**

The data of students' pre-test and post-test score of control class were obtained before and after the researcher giving treatment to the students'. The purpose of pre-test was to see the students' ability in reading comprehension while the purpose of post-test was to see the improvement of students' ability in reading comprehension that taught by using SMART. The data can be seen on the table below:

**Table 4.1 Pre Test and Post Test in Control Class**

Control Class	Mean score	
	Pre-test	Post-test
	72,5	74,16
ntImprovement	<b>1,76%</b>	

Table 4.1 show that the mean score of students' in pre-test 72,5 and mean score of students in post test 74,16 It means that, still many students difficult to comprehend to reading text so that the students can not answer the questions of the text. After that, the improvement from pre test to post test in control class only 1,76%. There is almost no change in students' scores even though they have completed two tests, it means that students' reading comprehension skills have not effect.

#### **4.1.2 The result of Pre Test and Post Test on Experimental Class**

The data of students' pre-test and post-test score of experimental class were obtained before and after the researcher giving treatment to the students'. The purpose of pre-test was to see the students' ability in reading comprehension while

the purpose of post-test was to see the improvement of students' ability in reading comprehension that taught by using SMART. The data can be seen on the table below:

**Table 4.2 Pre Test and Post Test in Experimental Class**

Experimental Class	Mean score	
	Pre-test	Post-test
	72,9	88
Improvement	<b>15,1%</b>	

Table 4.2 show that the mean score of students' in pre-test 72,9. It means that, still many students difficult to comprehend to reading text so that the students can not answer the questions of the text. It is can make the students still confuse and must read the text repeatly but the students still difficult to understand the text. After the researcher gave treatment by using SMART (Self Monitoring Approach to Read and Think) strategy in reading comprehension the students can be better to comprehend te reading text. It showed in post test which to be 88.

The result of pre-test and post-test had effect which was 15,1%. The data showed that used SMART (Self Monitoring Approach to Read and Think) strategy in reading comprehension the students can add their reading comprehension ability.

#### **4.1.3 T Test Value of The Students used SMART (Self Monitoring Approach to Read and Think) Strategy in Reading Comprehension**

The Researcher had used t-test analysis on the level of significant  $\alpha = 5\%$  the degree of freedom (df) =  $N_1 + N_2 - 2$  where N= the number of students' (30 students) and than, the value of t- table was 58. The t-test statistical analysisfor independent sample was applied. The following table

showed the result of t-test calculation.

Table 4. 3: T-test value

Variable	t-test	t-table	Comparison	Classification
Post Test	129,2	2,002	t-test>t-table	Significant

Table 4.3 showed that t-test value of post test was greater than t-table value ( $129,2 > 2.060$ ). It meant that there was significance difference between the students' without SMART (Self Monitoring Approach to Read and Think) strategy in reading comprehension before and after researcher used this strategy in teaching reading at SMAN 4 Kota Bengkulu for eleventh grade students. It was show that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted.

From the analysis above, the writer concludes, there is a significant difference between the pre-test and post-test of the students' reading comprehension ability after giving treatment for add their ability through SMART (Self Monitoring Approach to Read and Think) strategy.

#### 4.2 Discussion

In this part, I will discuss the result of this research about the the effect students reading comprehension after being trough SMART (Self Monitoring Approach to Read and Think) strategy in reading comprehension. According to Vaughn and Estes in Buehl (2001), "SMART strategy is one strategy that triggers 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. In this research, the researcher focused on the eleventh grade students from SMAN 4 Bengkulu as population and sample of the research

The first purpose of this study was the effectiveness of the use SMART (Self Monitoring Approach to Read and Think) strategy in teaching reading. Referring to the comparison between pre-test and post-test means of the experimental group that could be seen on the (appendix 1), there was an improvement on the student score where the pre-test score was 72,9 and the



post test score was 88. The improvement which was 15,1%. The data showed that used SMART (Self Monitoring Approach to Read and Think) strategy in reading comprehension the students can effect their reading comprehension ability such as that SMART strategy was effective to students' comprehension in the aspect of finding main idea, identifying specific information.

Second, the result showed there are significance effect of the students reading comprhension using SMART (Self Monitoring Approach to Read and Think) strategy. It can be seen from the result of t-test value of the post test was greater than t-table value ( $129,2 > 2.060$ ). The hypothesis testing above showed that the reading comprehension scores of the students in experimental group had a significant difference after the use SMART (Self Monitoring Approach to Read and Think) strategy was done in compared to the control's group achievement who did not receive the SMART (Self Monitoring Approach to Read and Think) strategy as on the experimental group, but received the usual treatment as the teacher uses in the class. The statement abovewas strengthened by the findings on the independent t-test computation.

The result means that the null hypothesis was rejected and there was significant difference between post-test means of the control and experimental groups. In other words, the students' score in experimental group was significantly different from the students' in control group after the treatment on the use of SMART (Self Monitoring Approach to Read and Think) strategy which had been given.

This result also support reserach from Fitriyah (2014) she found 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 SMART (Selr Monitoring Approach to Reading and Thinking) strategy was 74.17. So, the different mean is 11.67. So, SMART (Self Monitoring Approach to Reading and Thinking) strategy is suitable strategy especially in understanding reading comprehension and can effect the students' achievement in reading comprehension. Bakar (2020) also found the experimental group is 80.96 and the control group is 65.54 Self

Monitoring Approach Reading to Thinking (SMART) strategy has many advantages in teaching reading comprehension. It makes the students more interesting and enjoying the lesson because it is supported by situation.

So, from the result and discussion above it can be conclude SMART (Self Monitoring Approach to Read and Think) strategy in reading comprehension the students can effect their reading comprehension ability.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the result of the research and discussion in the previous chapter, it can be concluded about the effectiveness of SMART strategy on students' reading comprehension at grade XI SMAN 4 Kota Bengkulu. It found that SMART (Self Monitoring Approach to Read and Think) was effective to be used to add the students' ability in reading comprehension because there was a significant difference between the progresses in writing of the students who were studying through SMART strategy and those are not. By SMART strategy was effective to add students' comprehension in the aspect of finding main idea and identifying specific information.

### **Suggestion**

#### **For English Students:**

#### **For English teacher**

SMART strategy is one of the strategies that can be considered to the students' reading competence in the classroom especially in reading text. So, it is expected for the teacher to use this technique to make students enjoy their time to read the text in the classroom. After that, in order to increase the students scores reading comprehension, the teachers are expected use the variation strategy and choose the best strategy, like SMART or another strategy that can help improvement of students ability and the students do not feel bored to learn.

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