

The Effect Of Smart (Self Monitoring Approach To Reading And Thinking) And Self-Efficacy Toward The Reading Skill On Narrative Texts On First Grade Students Of Sman 10 Pekanbaru

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Abstract: In teaching reading, teaching strategy and students' self-efficacy influence students' reading comprehension. The research was conducted to find out the effect of SMART (Self Monitoring Approach to Reading and Thinking) and students' self efficacy on students' reading comprehension of narrative texts. The design of this research was quasi experimental with 2x2 factorial design. The population of this research was the first grade students of SMAN 10 Pekanbaru, 2015/2016 academic year. Reading comprehension test and self-efficacy questionnaire were used as research instruments. Then, the data were analyzed using t-test formula and two ways Anova. The result of this research shows that (1) students who were taught by using SMART (Self Monitoring Approach to Reading and Thinking) had better reading comprehension of narrative texts than those who were taught by using Small Group Discussion. It was proven by result of t-test which showed that t_{observed} (2.23) was bigger than t_{table} (1.989), (2) students who had high reading self-efficacy taught by using SMART (Self Monitoring Approach to Reading and Thinking) had better reading comprehension of narrative texts than those who were taught by Small Group Discussion, (3) students who had low reading self-efficacy taught by using SMART (Self Monitoring Approach to Reading and Thinking) had better reading comprehension of narrative texts than those who were taught by Small Group Discussion, and (4) there was no interaction between both strategies and students' self efficacy toward students' reading comprehension, where F_{observed} (0.69) was less than F_{table} (3.23). As conclusion, SMART (Self Monitoring Approach to Reading and Thinking) had a significant result on students' reading comprehension than Small Group Discussion and there was no interaction between teaching strategies and reading self-efficacy on students' reading comprehension.

Keywords: *SMART, Student Self-Efficacy, Reading Comprehension*

Reading is one of language skills that must be mastered by English learners. In reading, the learners are actively responsible for making sense and catch the idea of the text. Unlike speaking, reading has different way in the interaction with the readers because the writer is not available. Through reading a text, the readers can relate information from resources to create meaning of the text.

Furthermore, reading plays important role in academic learning. In the academic, many students activities are related with the reading process. Through reading the students can gather information and increase their thinking skill in comprehending the text. Therefore, reading skill needs to be developed in the

classroom because this skill conveys individual's competence to understand information from a written text. Moreover, students' success or failure depends largely upon the ability to read.

For many people, reading can sometimes be very complicated since it very often requires certain skills so that reading can become an activity for restoring input from written texts. However, reading academic texts is not easy since readers do not only focus on concrete aspects of the text, facts, and what is visible on the page. Therefore, for those whose low reading skills, academic reading can become overwhelmingly difficult.

The difficulty in reading is also faced by the first year students of SMAN 10 Pekanbaru. In teaching reading at the first year students of SMAN 10 Pekanbaru, the teacher used Small Group Discussion as the strategy in teaching reading. Based on writer's small survey on first grade students of SMAN 10 Pekanbaru, only 19 out of 42 students reached the minimum criteria of achievement in answering the questions about finding main idea, factual information, vocabulary, reference, and inference and other questions related to reading comprehension about the narrative texts given to them. Then the rest could not reach the minimum criteria of achievement. The students found reading materials are difficult to understand.

Actually, there are various strategies which have been developed to teach students in increasing students' abilities, interests, and motivations in learning process. Some of these strategies are Jigsaw, Think Pair Share, Role Play, Simulations, Anticipation Guide, Questins Answer Relationship, Total Physical Response, SMART (Self Monitoring Approach to Reading and Thinking) and others. Here, the researcher was interested to apply SMART strategy in teaching and found out the effect of SMART (Self Monitoring Approach to Reading and Thinking) to students' reading comprehension. Buehl (2013:43) states that SMART (Self Monitoring Approach to Reading and Thinking) is a strategy where students are encouraged not to be satisfied until an entire reading makes sense, and they are given specific steps to try to clear up trouble spots.

Self-efficacy affects the students' performance and learning process (Zimmerman 2000:82). Indeed, self-efficacious students are more likely to be better self regulators, engaging in behaviors that are crucial to academic success like self monitoring and self-evaluation (Klassen & Usher, 2010). In relation to the

description above, the researcher was interested to relate students' self-efficacy with SMART strategy to find its effect on students' reading comprehension on narrative text at the first year students of SMAN 10 Pekanbaru.

After having preliminary research, there were some phenomena that became problems in this research found in the classroom related to teaching and learning process. In teaching reading, English teacher use Small Group Discussion as the strategy. In using the Small Group Discussion for teaching reading, not all the students involved in learning process because only dominant students can follow the process well. It makes the teaching and learning process becomes ineffective. Then, the teacher cannot manage the students in groups well that makes the discussion process doesn't run well and is out of teacher's control so that the learning objective cannot be achieved.

Those conditions above lead to the next problem where the students thought that they will not be able to catch up the lesson well. The students who could not follow and understand the lesson well would feel bored in the class and they would comprehend less at the end of the class. Sometimes they only read the text without knowing the content of text since they did something else at that time. So, when the teacher asked them to read it, they did not comprehend well from what they have read. Then it can be concluded that the students were not actively involved in learning process. And these conditions are related to students' self-efficacy where for students having low self-efficacy, they will have less effort and give up easily.

Reading is one of four language skills that has important role for the students. One's academic success has a strong correlation with reading. One who has a good achievement in classroom usually like to read. That is the reason why reading ability should be built as

early as possible. Reading experts agree that one of the best way to help students in their reading is to explicitly teach reading strategies (Grabe, 2009:18). On the other hand, reading is a skill that every student needs. That is why teachers need to improve their students' reading skills.

Ahuja and Ahuja (2001:10) states that comprehension is the product of reconstructing the facts within the nervous system of the reader. It means that the reader will reconstruct her or his background knowledge in understanding the text. It is also supported by Snow (2002:11) who says that reading comprehension as the process of concurrently extracting and constructing meaning through interaction and involvement with written language. It means that reading comprehension is the process to comprehend the text through written language and it refers to the purpose of the readers in reading the text. However, to have reading comprehension is not as easy as reading for practicing pronunciation, reading for pleasure or other purposes. In this part, the readers have to be able to comprehend well what the message is sent by the writer in the text.

According to Buehl (2013:4), "Self-Monitoring Approach to Reading and Thinking (SMART) is a strategy that assists students in knowing what sorts of questions they need to ask themselves during the reading of a text to gain meaning which consists of a four-step strategy that helps students identify what they do and do not understand while they are reading". In addition, Crilly (2002: 8) states that SMART (Self Monitoring Approach to Reading and Thinking) is a strategy that helps students to think about how their reading proceeding

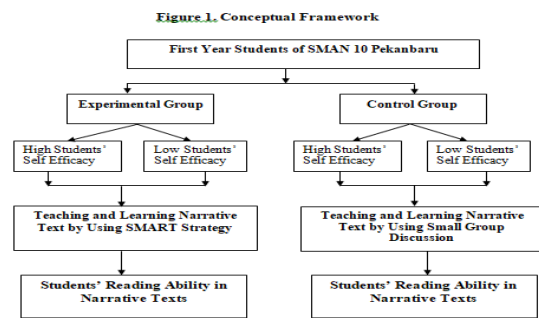
Researchers have attempted to understand the relationship between students' reading self-efficacy and reading achievement by developing measures of reading self-efficacy. According to self – efficacy theorists Bandura (1997:24),

"people develop their self - perceptions of efficacy from four major sources of experiences. They are mastery experience, vicarious experience, verbal persuasions and physiological states".

Underwood (1997:18) says, "Self-Monitoring Approach to Reading and Thinking (SMART) consists of two attributes of a good/skilled readers: firstly, they pay attention to how well they understand what they read. If there are gaps in comprehension, they do something about it, for example, by reading sections of the text; secondly, they ask questions of the text as they read. If there are parts of the text they do not fully understand, they take that as a problem to be solved than simply accepting their lack of comprehension. In this strategy, instructors ask students to stop at the end of each paragraph to ask themselves whether they understand the main points of what they read, whether it "clicks" or clinks: (Underwood, 1997:19). If it clicks" students put the meaning of that section into their own words and if it clunks", students pinpoint what went wrong and formulate questions that might lead to resolving their confusion.

In this strategy, students read a passage and stop at the end of each paragraph so that they explain to themselves what they read in their own words. If the students understand what they read, they will place a check mark by the paragraph. If the students do not understand what they read, they will place a question mark next to the paragraph. Then, the students will reread the paragraphs that they didn't understand. The students will identify the problem that has caused the breakdown in comprehension and choose a repair strategy to fix the problem (McAnally, 2007).

Conceptual framework of this research can be created as in figure 1.



The figure 1 shows that the first year students of SMAN 10 Pekanbaru were divided into two groups which are experimental and control group. Then, each group was divided into two levels which were high self-efficacy students and low self-efficacy students. Those groups then were taught reading comprehension on narrative text. The experimental group was taught by using SMART (Self Monitoring Approach to Reading and Thinking) while the control group was taught using Small Group Discussion. Self-efficacy was the moderator variable. The expected result of this research is students' achievement in reading comprehension on narrative text taught by SMART (Self Monitoring Approach to Reading and Thinking).

METHOD

The type of the research in this study is quasi experimental research. According to Gay, Mills and Airasian (2009:258), "the quasi experimental research is non-randomized". The researcher used two classes in this research. They were experimental class that was taught by using SMART (Self Monitoring Approach to Reading and Thinking) and control class that was taught by using Small Group Discussion. Both of the classes got the same material and length of time in teaching learning.

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from four major sources of experiences. They are mastery experience, vicarious experience, verbal persuasions and physiological states".

In line with the theory, self- efficacy beliefs affect students' academic attainment due to the effects they produce through four psychological processes (Bandura, 1993:17) namely, the cognitive, motivational, and affective and selection processes.

First is at the cognitive level. In this level, what students hold about their abilities in relation to a given task influences the way they perceive their prospective future academic results. Students who believe in their abilities visualize successful positive outcomes while those who do not trust their capacities are likely to suffer from cognitive negativity.

According to Gay, Mills and Airasian (2009:125), "sampling is the proces of selecting a number of individuals or a study in such a way that they represent the large group from which they are selected". In this research, cluster random sampling was used to take the sample as Gay (2009:129) says, "cluster random sampling is the process of randomly selecting intact groups, not individuals, within the defined population sharing similar characteristics." Another consideration of using cluster random sampling is because of its practicality and time efficiency (Gay, et al, 2009:130).

This research was conducted from Sept 10th, 2015 – Nov 7th, 2015. It was conducted in two classes (X.2 and X.5) of first year students of SMAN 10 Pekanbaru. In this research, the researcher used descriptive data analysis to explain whether the students' self-efficacy toward reading narrative text in experimental class that was taught by using SMART (Self Monitoring Approach to Reading and Thinking) is significantly different from the control class that was taught by using Small Group Discussion.

RESULT

There are two sets of data to be described in this research. They are the result of questionnaire and the answer sheets of reading comprehension test conducted at grade X of SMAN 10 Pekanbaru. Questionnaire of self-efficacy was used to measure students' self-efficacy in reading. Then, the data from questionnaire were analyzed to determine students with high self-efficacy and students with low self-efficacy in reading. While, reading comprehension test was used to measure students' reading comprehension of narrative texts. The data from questionnaire were gathered before the treatment was done to both experimental and control class, while the data from test were gathered at the last meeting of the treatment. The result of the research described as follow:

The researcher divided the students' reading self-efficacy into two categories. They were high and low level of students' self-efficacy. Chadha (2009:102) states that the number of the participant was taken 27% from each score of students' self-efficacy. Therefore, there were 11 students who had high self-efficacy in experimental class and 11 students who had high self-efficacy in control class. And there were 11 students who had low self-efficacy of reading in the experimental class and also 11 students who had low self-efficacy of reading in control class.

The data above shows that the students' score with high reading self-efficacy in experiment class had the interval 83 - 97, and the variance was 24.49. The students' score with low reading self-efficacy had interval 64 - 75, and the variance was 10.56 (see appendix 30 page 157 and appendix 31 page 158). In the control class, the students' score with high reading self-efficacy had the interval 83 - 98, and the variance was 34.42. The students' score with low reading self-efficacy had the interval 64 - 73 and the variance was 7.02.

At the end of the treatment the researcher gave the reading comprehension test to the

students. Reading test was used to know the comprehension of the students on reading comprehension of narrative texts.

The data of the table 9 shows that the highest score of reading comprehension of the students in experimental class was 95 and the lowest score was 43 while the mean score is 82.88 with variance 191.57 and standard deviation is 13.84. In control class, the highest score is 93 and the lowest score is 40, while the mean score is 75.71 with variance 237.04 and standard deviation is 15.40. In this research, the students' reading score of narrative texts in experiment and control class are divided into two groups. They are students with high self-efficacy and students with low self-efficacy.

The data above shows that the low self-efficacy students' mean score of self efficacy is 72.18 and the mean score of low self-efficacy students' in reading comprehension of narrative texts is 62.64. The data from the table above shows that the mean score of students with high self-efficacy is 89.73 and the students' reading comprehension mean score in control class with high self-efficacy students is 88.09

The data above shows that the low self-efficacy students' mean score of self efficacy is 69.73 and the mean score of low self-efficacy students' in reading comprehension of narrative texts is 54.82

The normality testing is used to find out whether the data normally distributed or not. The normality test of this research was analyzed by using Lilieford Test. The normality testing was analyzed toward several data groups. First is normality of self-efficacy in experimental class and control class. Then the normality of self-efficacy in experimental class was divided into two groups; high self-efficacy and low self-efficacy. Next is the normality testing of reading comprehension test of narrative texts in experimental class was also divided into two groups; high self-efficacy and low self-efficacy. The same process was done to the control class.

Variable	Class	Level	N	L _{observed}	L _{table}	Data Distribution
Self-Efficacy	Experiment	High	11	0.07	0.27	Normal
		Low	11	0.12	0.27	Normal
	Control	High	11	0.13	0.27	Normal
		Low	11	0.12	0.27	Normal

The result shows that the normality testing of students with high self-efficacy in both experimental and control class indicates that the data distributed normally, where all the level in both experimental and control class have $L_{observed} < L_{table}$. Furthermore, the data of students' reading comprehension in high and low category in both experimental and control class have also been analyzed.

Variable	Class	Self-Efficacy	N	L _{observed}	L _{table}	Data Distribution
Reading Comprehension	Experiment	High	11	0.18	0.27	Normal
		Low	11	0.11	0.27	Normal
	Control	High	11	0.22	0.27	Normal
		Low	11	0.14	0.27	Normal

The data from the table above shows that the normality test of the students' reading comprehension in each class and each category of self-efficacy are distributed normally, where all the level in both experimental and control class have $L_{observed} < L_{table}$.

Summary of T-Test Students' Reading Comprehension of Experimental and Control Class

Data	Strategy	
	SMART	Small Group Discussion
N	42	42
X	82.88	75.71
SD	13.84	15.40
t _{observed}	2.23	
t _{table}	1.989	
df	82	
Conclusion	t _{observed} > t _{table} = Alternative hypothesis (H ₁) is accepted	

The data from the table above shows that the result of reading comprehension t-test for both classes (experimental and control class) is 2.23 and t_{table} is 1.989. It can be concluded that $t_{observed} > t_{table}$. It means that the students who were taught by using SMART got significant higher result in reading comprehension than those who taught by using Small Group Discussion or H₀ is rejected.

The result of second hypothesis testing shows that t_{observed} is 4.348 is higher than t_{table} is 2.085. So, statistically null hypothesis (H₀) is rejected and alternative hypothesis (H₁) is accepted. Students with high self-efficacy taught by using SMART got higher result in reading comprehension of narrative texts than those taught by using Small Group Discussion at grade X sman 10

Pekanbaru.

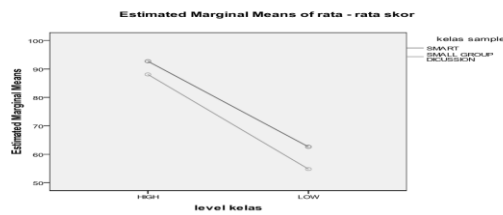
The result from the table above shows that t_{observed} is 2.27 and t_{table} = 2.085. As t_{observed} is higher than t_{table} (t_{observed} > t_{table}) so, statistically null hypothesis (H₀) is rejected and alternative hypothesis (H₁) is accepted (see appendix 38 page 168). It means that the students with low self-efficacy taught by SMART get significant higher result in students' reading comprehension on narrative texts than those taught by Small Group Discussion at grade X students at SMAN 10 Pekanbaru.

In order to know the interaction between both teaching strategies (SMART and Small Group Discussion) and self-efficacy on students' reading comprehension, it was analyzed by using two ways ANOVA with formula unweighted means which was helped by SPSS 17. The result of the analysis.

The result of analysis above shows that F_{observed} (0.69) is lower than F_{table} (3.23). So, it means that there is no interaction between both teaching strategies and students' self-efficacy on students' reading comprehension of narrative texts. It can be concluded that null hypothesis (H₀) is accepted and H₁ is rejected (see appendix 39 page 170).

This was happened because there were differences between students' reading comprehension score in experimental class and control class. The mean score of students' reading comprehension with high self-efficacy taught by using SMART is 92.73 while the mean score of students' reading comprehension with high self-efficacy taught by using Small Group Discussion is 88.09. The mean score of students' reading comprehension with low self-efficacy taught by using SMART is 62.64 while the mean score of students' reading comprehension with low self-efficacy taught by using Small Group Discussion is 54.82. The data from both classes shows that the students with high self-efficacy get higher reading comprehension score than students with

low self-efficacy.



The chart above shows that the lines do not intersect, which means that there is no interaction between SMART and Small Group Discussion toward students' self-efficacy in their comprehension. It also indicates that in order to improve students' reading comprehension, it can be done by using SMART. Furthermore, as there is no interaction between teaching strategies (SMART and small group discussion) and students' self-efficacy toward students' reading comprehension, so there is no need to continue further analysis (Post Hoc) with Tukey's Honestly Significant Difference (HSD) test.

DISCUSSION

Based on the result of self-efficacy questionnaire and reading comprehension test and also statistical data analysis of the hypothesis testing, it can be concluded that SMART is significantly more effective for students' reading comprehension of narrative texts rather than the small group discussion. The results are discussed as follow: Based on the result of the first hypothesis, it is found that the mean score of students' reading comprehension in experimental class taught by SMART (Self Monitoring Approach to Reading and Thinking) is higher than the mean score of students' reading comprehension in control class taught by Small Group Discussion. It can be known from a significant difference on the student's average score in experimental and control class. It causes by the strategy used by the researcher that focused on students' activeness, as stated by Wang (2007:2) that a good teaching strategy can motivate students and make them focus in the process of learning. Here, SMART can encourage students' reading comprehension.

Furthermore, in this research, it is can be seen clearly that the result of first hypothesis shows that $t_{observed} > t_{table}$. It means that SMART (Self Monitoring Approach to Reading and Thinking) gave significant effect toward students' reading comprehension than those taught by Small Group Discussion. This finding was in line with the findings of the research which was conducted by Susilawati (2008). She found that the score of students taught by SMART showed the progress of students' reading comprehension.

In contrast with SMART (Self Monitoring Approach to Reading and Thinking), through Small Group Discussion strategy, the students who worked in group. At the end, some of the students tended to be passive students. The discussion process was dominated by the dominant students. This is happened because the teacher did not give the job distribution or description for each member of the group. Small Group Discussion becomes an effective strategy if it is applied for high input students. Yet, if it is applied to low input students, it will be less effective because low input students need clear steps, guidance and more references to comprehend the text. On the other hand, the students who were taught by using Small Group Discussion strategy did not get better result. According to Gibson (2010:14) the purpose of using Small Group Discussion strategy is to develop students' abilities to formulate and debate arguments or to refine their critical understanding of a particular topic. It means that in Small Group Discussion, the students are encouraged to participate actively in the teaching and learning activity.

Based on self-efficacy score, there were 11 students who had high self-efficacy and 11 students who had low self-efficacy in reading in experimental class. Same with experimental class, control class also had 11 students with high self-efficacy and 11 students with low self-efficacy. High self-efficacy students were taken from 27% of

the highest score of the questionnaire and low self-efficacy students were taken from 27% of the lowest score of self-efficacy questionnaire.

After grouping students based on their level and giving treatment, it was found that the students who had high self-efficacy in experimental class got higher score than those in control class. The mean score of high self-efficacy students in experimental class was 92.73 and 88.09 for the students with high self-efficacy in control class. Meanwhile, the mean score for low self-efficacy students in experimental class was 62.64 and for students with low self-efficacy in control class was 54.82. It was proved that the strategy applied in experimental class affects the students reading comprehension. Furthermore, in this research, it is can be seen clearly that the result of first hypothesis shows that $t_{\text{observed}} > t_{\text{table}}$ which means that SMART produces better result on high self-efficacy students' reading comprehension of narrative texts.

In general, low self-efficacy students will have less awareness, confidence and motivation about the task they got. Different from the students with high self-efficacy, they will be more aware, confident and motivated about the task they got. It can be proved by looking at the score of high and low self-efficacy students. In this case, the mean score of high self-efficacy students in experimental class was 92.73 while for low self-efficacy students in experimental class was 62.64. In the control class, the reading score of high self-efficacy students was 88.09 while for low self-efficacy was 54.82. It indicates that the level of self-efficacy reading influenced the reading comprehension of the students. And if we compare between reading score of low self efficacy students in experimental class and control class, it can be seen that the students in the experimental got higher score than students in control class.

Based on the result of the fourth hypothesis, there is no interaction between both teaching strategies and self-efficacy

toward students' reading comprehension. It also could be seen from the analysis of fourth hypothesis. The fourth hypothesis of this research shows that the result of F_{observed} is smaller than F_{table} . It means that null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected or there is no interaction between both strategies and students' self efficacy on students' reading comprehension of narrative texts. So, it can be said that both of these strategies can be used in teaching reading without considering the prerequisite of students' self-efficacy. Whether the students have high or low self-efficacy, it is not the variable that influences the students' reading comprehension. Indeed, it is more influenced by the strategy used in teaching reading.

As stated by Buehl (2013:4), Self-Monitoring Approach to Reading and Thinking (SMART) will assists students in knowing what sorts of questions they need to ask themselves during the reading of a text to gain meaning which consists of a four steps strategy that helps students identify what they do and do not understand while they are reading. So, it can be said that this strategy can be used in teaching reading without considering the prerequisite of students' self efficacy in learning. In this case, it showed that self-efficacy is not one of the variables that influence students' reading comprehension.

CONCLUSION

Based on the research that was done on first grade of SMAN 10 Pekanbaru, the findings show that: (1). Students who were taught by using SMART got significantly higher result in reading comprehension of narrative text than those who were taught by using Small Group Discussion of narrative text at the first grade of SMAN 10 Pekanbaru. It was proven by the mean score of reading comprehension post test result on both experimental and control class. The mean score of students in experimental class was (85.2) higher than students' mean

score in control class (73.4). Statistically, it was found that students' reading comprehension in both classes were significantly different, where the value of t_{observed} (2.23) was higher than t_{table} (1.989). (2) Students with high reading self-efficacy who were taught by using SMART got significantly higher result in reading comprehension of narrative text than those who were taught by using Small Group Discussion at the first grade of SMAN 10 Pekanbaru. The mean score of students with high reading self-efficacy in experimental class was 92.7 while in control class was 88.1. The value of value of t_{observed} (4.348) was higher than t_{table} (2.085). The result of the t-test and mean score showed that SMART had significant result on students' reading comprehension. (3) Students with low reading self-efficacy who were taught by SMART got significantly higher result in reading comprehension of narrative text than those who were taught by using Small Group Discussion at the first grade of SMAN 10 Pekanbaru. The mean score of students with low reading self-efficacy in experimental class was (62.6) higher than the mean score in control class (54.8). Statistically, reading comprehension of students with low reading self-efficacy in experimental class had significant result than reading comprehension in control class. The value of value of t_{observed} (2.262) was higher than t_{table} (2.085). (4) There is no interaction between teaching strategies (SMART and Small Group Discussion) and students' reading self-efficacy of narrative text at first grade students of SMAN 10 Pekanbaru. Statistical analysis showed that the value of F_{observed} (0.69) was lower than F_{table} (3.23). It means that Null hypothesis was accepted and Alternative hypothesis was rejected.

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