THE EFFECT OF IMPLEMENTING SMART STRATEGY
ON TEACHING READING AT JUNIOR HIGH SCHOOL STUDENTS
IN THE ACADEMIC YEAR 2023/2024

UNDERGRADUATE THESIS

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By:

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STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHING TRAINING
ENGLISH EDUCATION DEPARTMENT
DECEMBER 2023

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Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the requirements
For the degree of Bachelor Education (S. Pd)
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Approved by The Advisor

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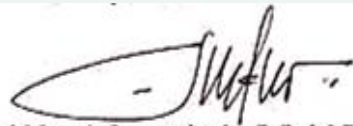
THESIS

Has been examined and approved as the requirement to obtain a bachelor degree of
Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
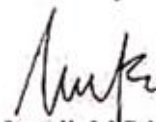English Language Education Study Program

Day   : Wednesday
Date   : December 13th, 2023

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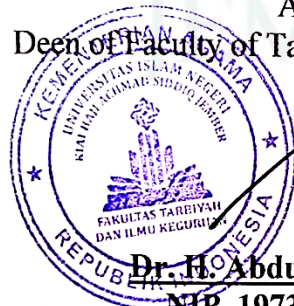1. Prof. Dr. H. Moh. Khusnuridlo, M.Pd.   (   )

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MOTTO

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ ۚ - ١
خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۚ - ٢
اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۙ - ٣
الَّذِيْ عَلَّمَ بِالْقَلَمِ ۙ - ٤
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۚ - ٥

The meaning: " (1) Recite in the name of your Lord who created.

(2) Created man from a clinging substance.

(3) Recite, and your Lord is the most Generous.

(4) Who taught by the pen.

(5) Taught man that which he knew not." (Al- Alaq [96] : 1-5)*

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*Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Nobel Qur'an English Translation of the Meanings and Commentary*, trans. (Medina Dar-us Salam Publications, 1996), 577.

DEDICATION

This thesis is proudly dedicated to:

1. My beloved father, Mukhlis and my mother, Siti Mu'arifah who always love, pray, motivate, and support me to finish this thesis. Thank you for everything.

2. My sister, Najwa Salma who always support me.

3. All people around me who present, help, and motivate me to finish this thesis. You are blessed and amazing.

ACKNOWLEDGMENT

بِسْـــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Alhamdulillahi Rabbil 'Alamin. In the name of Allah, the most merciful and graceful who has given the writer an opportunity to finish this thesis. Shalawat and Salam are given to our prophet Muhammad SAW, who has guided us from the darkness to the brightness.

This thesis is writing to fulfill a part of requirement to obtain degree of bachelor (S1) in English Education Program of Universitas Islam negeri Kiai Haji Achmad Siddiq Jember, under the title "The Effect of SMART (Self-Monitoring Approach Reading and Thinking) to Teaching Reading at Junior High School Students in The Academic Year 2023/2024".

The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, the writer would like to express the greatest gratitude to the honorable people who give their help, encouragement, and contribution to the writer in the process of the study:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. as the Rector of State Islamic University of Kiai Haji Ahmad Siddiq Jember (UIN KHAS Jember) who has given me opportunity to study in this university and provided all campus facilities.

2. Dr. H. Abdul Mu'is, S.Ag., M.Si. as the Dean of Faculty of Tarbiyah and Teaching Training who has given me approval signature for this thesis.

3. Nuruddin, M.Pd.I, as the Head of Islamic Education and Language Education Department who has approved to this research.

4. Dewi Nurul Qomariyah, S.S, M.Pd. as the Head of English Education Department who has approved to this research.

5. H. Moch. Imam Machfudi, S.S., M.Pd., Ph.D. as the thesis advisor who always patiently guided, given suggestion, and helped me in correcting and giving countless time to finish this thesis well.

6. All lectures, especially the lectures of English and Education Department of UIN Kiai Haji Achmad Siddiq Jember who had taught me.

7. Muhammad Syafi'i,S.Pd. as the headmaster of Islamic Junior High School of Al-Islah Jenggawah who allowed and helped me to conduct this research.

8. All the students of eight-grade of Islamic Junior High School of Al-Ishlah Jenggawah who participated in this research.

The writer hopes that Allah SWT gives blessing to all of you. Finally, the writer hopes that this thesis will be useful for the readers and improvement of English teaching and learning. Beyond my critical analysis, this thesis contains weaknesses. However, there is valuable finding from this study to follow-up in the future research.

Jember, December 13th, 2023

Bahrul Ulum

ABSTRACT

Bahrul Ulum, 2023: *The Effect of Implementing SMART Strategy on Teaching Reading at Junior High School Students in The Academic Year 2023/2024.*

Keywords: *SMART (Self-Monitoring Approach Reading and Thinking), Reading Skill.*

Reading is the ability to construct text meaning which used by the reader with the knowledge and language interpretation. Reading is needed by students in order they can refine their thinking both in and outside classroom, also guessing the meaning of unfamiliar items in the reading text. However, the students of Islamic junior high school had low reading proficiency as they had lack of ability to share ideas from the reading text. Therefore, this research examines the utilization of SMART (Self-Monitoring Approach Reading and Thinking) strategy as one of the teaching method to enhance students' reading skill.

This research address three research questions, namely; (1) How did the teacher implement SMART strategy on teaching reading at junior high school students?. (2) What was the effect of SMART strategy on teaching reading at junior high school students?. (3) How did teachers used SMART to evaluate teaching reading at junior high school students?. However, this research address three research objectives, namely; (1) To examine the implementation of SMART affects teaching reading at junior high school students. (2) To find the effect of SMART on teaching reading at junior high school students. (3) To examine the process of teaching reading evaluation by using SMART at junior high school students.

This research method was Quantitative Research by employing a Quasi-Experimental Non-equivalent Control Group Design. The research was conducted with two groups, namely experimental group (24 students) and control group (24 students). Before conducting the research, the researcher conducted inter-rater reliability test to find that the instrument was reliable or not. There were three steps in this research, namely; pre-test, treatment, and post-test. However, after the treatment, the researcher gave post- test for both groups. When the pre-test and post-test scores were collected, the researcher then analyzed the normality test, homogeneity test, and independent sample t-test by using IBM SPSS Version 20.

The result showed that the mean of pre-test in experimental class was 44,21 and the mean of post-test in experimental class was 76,21 (76,21>44,21). While, the mean of pre-test in control class was 41,88 and the mean of post-test in control class was 57,29 (57,29>41,88). So, the mean of post-test in experimental group was higher than control group. Moreover, hypothesis testing showed that significant 2 tailed was (0.000 < 0.05) means that Ho (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted. So, it concluded that SMART strategy gave significant effect on students' reading skill at Al-Ishlah Islamic Junior High School in the academic year 2023/2024.

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CHAPTER I
INTRODUCTION

This chapter presents the research background, research question, research objective, research significances, research scopes, operational definitions, research assumption, and hypothesis.

A. Research Background

One of the key elements of learning is reading. Students learned knowledge around society whether it is already known or not by reading. Reading is the process to construct meaning of text by the interaction of knowledge and language interpretation used by the reader.[1] Then by this comprehension, students were able to refine their thinking both in and outside of the classroom. Reading is also very influential in the development of students' language, which supported the kinds of learning activities as reading is a communication help for people.

Science is growing as well as language which is a tool to deal with it. It meant that reading skills are needed by students. Reading had a significant impact on students' language development as well. Reading is a skill that cannot be separated from learning where the learners read to find out what is in the text. Hasibuan proposed that reading is a process that had an objective.[2] The reading objective was got by readers comprehension in reading ability to understand in applying those strategies to get the purpose of reading. Junior high school students were expected to understand what is meant in the text.

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[1] Day, Richard.R and Bamfort, J, "Extensive Reading in the second Language Classroom". *USA: Usage, 1998.Press*, (2001): 40.

[2] Hasibuan, K and Fauzan A, "Teaching English as Foreign Language (TEFL)". *Pekanbaru Riau Graha UNRI Press*, (2007): 2.

Therefore, reading became a good foundation of knowledge for them to apply it. That is why reading is the needed component of learning English. In order mastering English, both students and teacher had to know reading.

Teacher and students had a participation in the process of effective learning. Teacher needed to have the appropriate learning strategy. According to Harmer, procedure, method, and structure are kinds of teaching.[3] Teacher as the students' helper in the classroom. Students are able to have boarder knowledge, especially in English. The strategy should be interesting and it designed to achieve the learning objective. Then, students reached out the objective to use clues and guessing from some texts.[4]

Teaching reading skill has to be effective. Teacher may use numerous strategies to apply in the classroom. There are some strategies used in teaching reading that proposed by several experts. Acca & Vacca mentioned some strategies in teaching reading, there are think aloud, SQ3R, reciprocal teaching, QARs, and SMART. Think Aloud is a strategy to help students had more significant information from the reading text during the learning process. Reciprocal teaching is a strategy to guide student found the key concept with creating ideas. SQ3R is a reading strategy which helped students in the step on reading process into digestible chunks. Readers required to respond to the question should be used. QAR is a strategy of analyzing and question

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[3] Harmer, J. "The Practice of English Languange Teaching, 3rd Ed". *New York: Person Education Limited*, (2001).
[4] Linse, C., & Nunan, D. "Practical English Language Teaching: Young Learners". *New York: McGraw Hill*, (2005).

understanding.[5] Miriam P. Trehearne & Roz Doctorow proposed that Self-Monitoring Approach to Reading and Thinking (SMART) is a method which helped learners to have strategies in reading by enhancing ways of it.[6] To improve reading skills for junior high school students, it was not easy way as we thought.

Based on the researcher's preliminary observation at Al-Ishlah junior high school in the school year 2023/2024. There was a phenomenon that the students of eighth grade had a low reading proficiency. In this pre-observation, the researcher reviewed the ability of eighth grade students in reading. Therefore, the researcher assumed that students had a difficult reading skills. The activities of the eighth grade students were monotonous, listening to the teacher's explanation without having the opportunity to express their thoughts on the material being studied. The teaching reading in school was not complete enough. By the lack of students' reading skills may cause by many things. The reason of students reading problems is they had less participation in the classroom. The teacher often used casual or lecturer method for teaching reading text, so it affected students reading skill. As they just listened to the teacher's explanation and do not understanding the reading text. After reading a text, teacher often asked students to memorize vocabulary that related to the reading text without doing any other activity such as giving conclusion individually in front their classmates to train their reading skill.

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[5] Vacca, Richard T &Vacca, Jo Anne L . "Content Area Reading". *Longman*, (1999).
[6] Miriam P. Trehearne & Roz Doctorow. Loc. Cit, (2011).

Therefore, based on the problems faced by students, teacher must use technique to improve students' ability in the teaching and learning process. According to Fulcher, teacher maintained that the type of teaching is in the strong case of task interaction for the students.[7] One strategy that has chosen by the researcher for learning reading is SMART to help students motivated. Reading is needed in the learning if students cannot solve the problems. However, the researcher chose SMART strategy to make it easier for students to read as the SMART strategy is a pretty good strategy in improving students' reading skills. According to Miller, SMART is identified the misunderstanding part in reading and solved the problems.[8]

The reason for conducting this research is that the researcher should prove whether the SMART strategy gave a significant effect on students' reading skills for learning at Al-Ishlah junior high school. The SMART strategy as a supporting activity in learning made it easier for students to be more active to interact with their classmates. The teacher used a supportive media while implementing SMART strategy. Wordwall is a learning and teaching application using fun and interactive activity. It gave benefits as providing kinds of teaching method. It created interactive learning with technology that connected to internet network.[9]

The SMART strategy seemed to encourage students' motivation to learn languages. Consequently, the teacher made students improve to be more

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[7] G. Fulcher. "Testing second Language". *Britain: Pearson Education Limited*, (2003): 51.
[8] Miller,Wilma H. "Reading Comprehension Activities KIT". *Center for Applied Research*, (2000).
[9] Latifah, U, M. I. Damayanti, "Pengembangan Alat Evaluasi Pembelajaran Menggunakan Wordwall.Net". *JPGSD*, (2022): 6.

independent in learning. With the SMART strategy, the students improved their reading skills and the learning was effective. Therefore, the researcher conducted this research to measure the effect of SMART strategy to teaching reading at junior high school students in the school year 2023/2024.

B. RESEARCH QUESTIONS

The questions of this research are;

1. How did the teacher implement SMART (Self-Monitoring Approach Reading and Thinking) strategy on teaching reading at junior high school students?

2. What was the effect of SMART (Self-Monitoring Approach Reading and Thinking) on teaching reading at junior high school students?

3. How did teachers use SMART (Self-Monitoring Approach Reading and Thinking) to evaluate teaching reading at junior high school students?

C. RESEARCH OBJECTIVES

The research objectives are;

1. To examine the implementation of SMART (Self-Monitoring Approach Reading and Thinking) affects teaching reading at junior high school students.

2. To find the effect of SMART (Self-Monitoring Approach Reading and Thinking) on teaching reading at junior high school students.

3. To examine the teaching reading evaluation by applying SMART (Self-Monitoring Approach Reading and Thinking) at junior high school students.

D. **RESEARCH SIGNIFICANCES**

The two significances of this research are;

1. Theoretical Significance

This research is expected to give some contributions to new knowledge in using SMART which improved students' reading skill of the eighth grade at Al-Ishlah Islamic junior high school in the academic year 2023/2024.

2. Practical Significance

The research results are useful for:

a. English teachers

Teacher implemented the teaching method in their class activities.

b. English students

The SMART learning gave motivation for students to learn reading more. It such a new learning interest for them.

c. Further researchers

The research result gave some contribution to the literature review for State Islamic University of Kiai Haji Achmad Siddiq Jember in the English sector.

E. **RESEARCH SCOPES**

The researcher focused on how self-monitoring approach reading and thinking (SMART) effected on students' reading skill. Self-monitoring approach reading and thinking (SMART) is an effective strategy to improve reading skill for Al-Ishlah junior high school students in the academic year 2023/2024.

1. Research Variables

There are two variables. Firstly is independent variable that as the change or caused of dependent variable.[10] The independent variable is SMART strategy. According to Miller, Self-monitoring approach reading and thinking (SMART) is identified the misunderstood part in reading and solved the problems.[11] Secondly is dependent variable that something affected because of independent variable.[12] The dependent variable is teaching reading. Richard proposed that reading is the process to construct meaning of text by the interaction of knowledge and language interpretation used by the reader.[13]

2. Variable Indicators

The variable indicators are:

a. Independent Variable (X)

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[10] Sugiyono. "Metode Penelitian Kuantitatif, Kualitatif, dan R&D". *Bandung : Alfabeta*, (2014): 3.

[11] Miller,Wilma H. "Reading Comprehension Activities KIT". *Center for Applied Research*, (2000).

[12] Sugiyono. "Metode Penelitian Kuantitatif, Kualitatif, dan R&D". *Bandung : Alfabeta*, (2014): 3.

[13] Day, Richard.R and Bamfor t, J. "Extensive Reading in the second Language Classroom". *USA: Usage*, (1998).

Self-monitoring approach reading and thinking (SMART):

● Understandable. Learners had a better understanding and easily in reading a text.

● Self-work. Learners had their own solution to know the purpose or main ideas of the reading text during the learning process.

b. Dependent Variable (Y)

Reading skill:

● Vocabulary: Learners were able to connect into the written text with vocabulary development.

● Fluency: Read orally with appropriate speed, accuracy and proper expression.

● Comprehension: Demonstrated comprehension or main idea from the reading.

● Details: Identified the detail of reading text.

● Understanding: Understanding is clear and generated ideas.

F. OPERATIONAL DEFINITIONS

The researcher described the research key terms, are:

1. Effect

A result from the cause of someone or something.[14] To reach the result, it such a standard action changer for the users.

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[14] Collins, H, Collins. "English Dictionary, Complete & Unabridge 10th Edition". *Amerika: William Collins Sons & Co. Ltd*, (2009).

2. Self-Monitoring Approach Reading and Thinking (SMART)

       A method to get ideas for identifying something difficult in reading text.[15] It is an activity where students read the text to understand the content. The use of SMART is monitoring the reading text by giving checklist mark (√) in the left or right side if they understood and a question mark (?) they did not understand for getting fix-up strategies.

3. Teaching Reading

       A skill of deriving meaning from the written text.[16] It helped students to read English fluently in the classroom to reach the goal of reading.

G. **RESEARCH ASSUMPTION**

       This assumption of this research is the students who taught reading by self-monitoring approach reading and thinking (SMART) strategy had more reading skill improvement than the students who taught reading by non-Self-Monitoring Approach Reading and Thinking (SMART).

H. **HYPOTHESIS**

       Hypothesis is the measure's answer from the research problem. Nasution proposed that hypothesis is a measurement by guessing the observation did by the researcher to deal with it.[17] The research hypothesis are:

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[15] Dough, Buehl. "Classroom Strategies for Interactive Learning". *Hawaii: International Reading Association*, (2009): 182.

[16] Judi, Moreilon. "Collaborative Strategies for Teaching Reading Comprehension". *Chicago: American Library Association*, (2007): 69.

[17] Nasution, S. Metode Penelitian Ilmiah. *Jakarta: Bumi Aksara*, (2007): 39.

Ho: there is no a significant effect of implementing SMART strategy on teaching reading at junior high school students in the academic year 2023/2024.

Ha: there is a significant effect of implementing SMART strategy on teaching reading at junior high school students in the academic year 2023/2024.

Note:

Ho : Null hypothesis

Ha : Alternative hypothesis
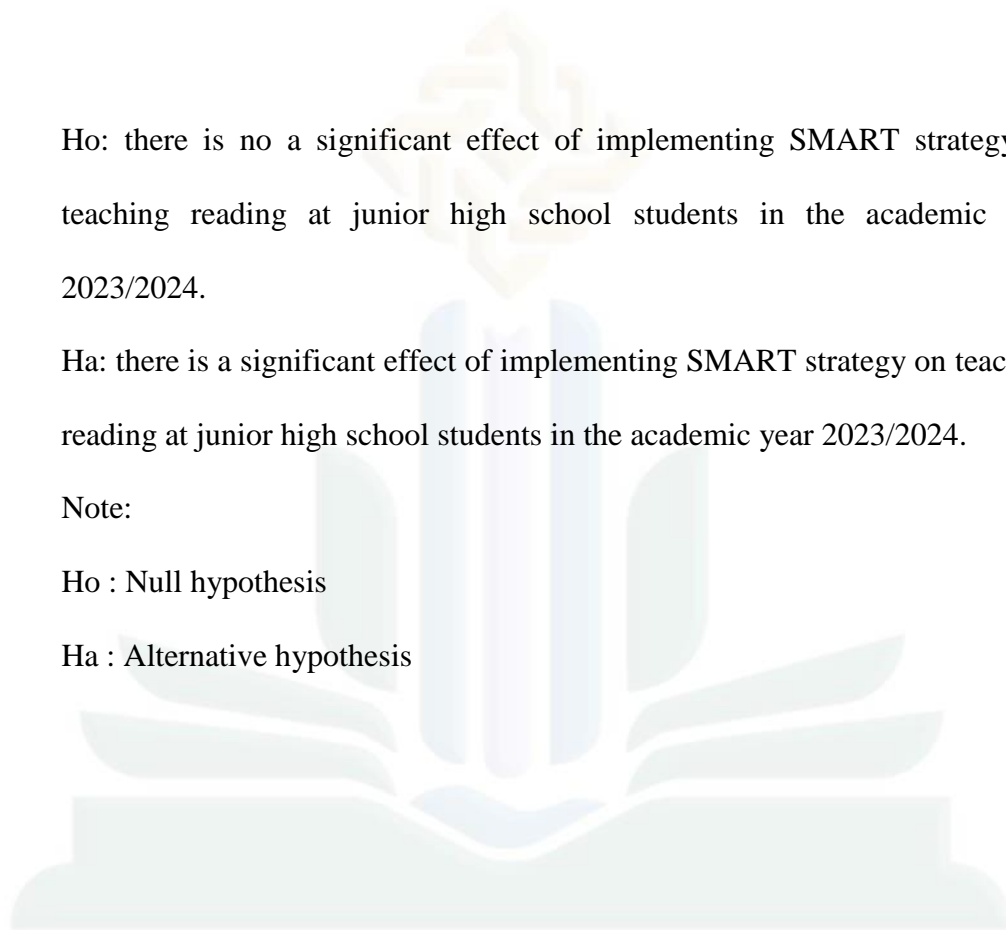
CHAPTER II
LITERATURE REVIEW

This chapter presents some previous studies and some reviews of relevant theories.

A. PREVIOUS STUDIES

There are similarities and differences between this research and previous studies below.

1. It is conducted by Shelya Athami (2019) entitled *"The Effectiveness of Using Self Monitoring Approach to Reading and Thinking (SMART) Strategy in Students' Reading Comprehension of Recount Text at The First Semester of Eighth Grade of SMPN 1 Pulaupanggung in The Academic Year 2019/2020"*. The purpose of this research is to know whether SMART Strategy gives effect for teaching reading of recount text at the first semester of eighth grade of SMP N 1 Pulaupanggung in the academic year 2019/2020. The researcher conducted pretest and posttest. The result of analysis is the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted as the Sig< α = 0.005.[18]

2. The second study is conducted by Fita Fatimatul Fauziah (2019) entitled *"The Effectiveness of Self Monitoring Approach to Reading and Thinking (SMART) towards Students' Ability in Descriptive Text*

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[18] Athami, Shelya. "The Effectiveness of Using Self Monitoring Approach To Reading and Thinking "SMART" Strategy in students' reading comprehension at the first semester of eighth grade of SMPN 1 Pulaupanggung in the academic year 2019/2020 " (Thesis, UIN Raden Intan Lampung, 2019).

of Tenth Graders of MAN 1 Kota Kediri". The objective of this research is to know whether there is significant different of students' achievement in reading before and after taught by SMART strategy. The sig value is 0.00 meant that significance value is lower than significance level (0.00<0.05).[19]

3. The third study is conducted by Hasri Ainun Siregar entitled *"The Effect of Self Monitoring Approach to Reading and Thinking (SMART) Strategy on Students Reading Comprehension at the Eight Grade of SMP IT Ash-Shiddiiqi Batang Hari"*. The objective is to know whether there is significant effect of using self monitoring approach to reading and thinking (SMART) strategy toward reading comprehension of reading narrative text in students class VIII SMP IT Ash Shiddiiqi Batang Hari. The results are the mean score of the students in the pre-test experimental class (1465) and post-test (1648) while the mean values of the control class pre-test (1301) and post-test (1471). So, there was a significant effect of using SMART strategy toward reading comprehension at eight grade in SMP IT Ash Shiddiiqi Batang Hari.[20]

4. The fourth study is conducted by Desis Rusmanita entitled *"The Effect of Using Self Monitoring Approach to Reading and Thinking*

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[19] Fauziah, Fita Fatimatul. "The Effectiveness of Self Monitoring Approach to Reading and Thinking (SMART) towards Students' Ability in Descriptive Text of Tenth Graders of MAN 1 Kota Kediri" (Thesis, IAIN Tulungagung, 2019).

[20] Siregar, Hasri Ainun. "The Effect of Self Monitoring Approach to Reading and Thinking (S.M.A.R.T) Strategy on Students Reading Comprehension at the Eight Grade of SMP IT Ash-Shiddiiqi Batang Hari" (Thesis, UIN Sulthan Thaha Saifuddin, Jambi, 2021).

(SMART) Strategy toward Reading Comprehension in Narrative Text of the Second Year Students at SMAN 1 Kampar Utara Kampar Regency." The purpose is to know whether there is a significant effect of using SMART strategy toward reading comprehension of the second year students at SMAN 1 Kampar Utara Kampar Regency. The result of analyzing the data was 4.35. Null hypothesis (Ho) is rejected, and alternative hypothesis (Ha) is accepted which showed 2.00<4.35>2.65. There was significant effect of using SMART strategy toward reading comprehension in narrative text of the second year students at SMAN 1 Kampar Utara Kampar regency.[21]

5. The fifth study is conducted by Agustina Aulia (2021) entitled *"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"*. This research is conducted to find out the effect of SMART and students' self-efficacy on students' reading comprehension of narrative texts. The result of this research shows that t observed (2.23) is bigger than t table (1.989). As conclusion, SMART had a significant result on students' reading comprehension than Small Group Discussion.[22]

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[21] Rusmanita, Desis. "The Effect of Using Self Monitoring Approach to Reading and Thinking (SMART) Strategy toward Reading Comprehension in Narrative Text of the Second Year Students at SMAN 1 Kampar Utara Kampar Regency" (Thesis, UIN Suska Riau, 2013).
[22] Aulia, Agustina. "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". *Pekanbaru: Diklat Review*, (2021).

Based on the previous studies the researcher described above. The researcher found that there are similarities and differences between the previous studies with the study that conducted by the researcher as presented in the table 2.1.

Table 2.1
The Similarities and Differences
Between the Previous Research with the Research
Conducted by the Researcher

No	Name and Thesis Tittle	The Similarities	The Differences
1	2	3	4
1	Shelya Athami (2019): "The Effectiveness of Using Self Monitoring Approach to Reading and Thinking (SMART) Strategy in Students' Reading Comprehension of Recount Text at The First Semester of Eighth Grade of SMPN 1 Pulaupanggung in The Academic Year 2019/2020"	The similarity between the previous study and this current study is the researchers use SMART strategy and focused on students' reading skill.	The difference between the previous study and this current study is the researcher used narrative text as the material to be tested on students' reading skill. While she used recount text as the material.
2	Fita Fatimatul Fauziah (2019): "The Effectiveness of Self-Monitoring Approach to Reading and Thinking (SMART) towards Students' Ability in	The similarity between this research and previous research is the researchers used SMART strategy and focused on teaching reading skill students.	The difference between the previous research and this current study is the researcher used narrative text as the material to be tested on students' reading skill. While she used descriptive text as the material.

No	Name and Thesis Tittle	The Similarities	The Differences
1	2	3	4
	Descriptive Text of Tenth Graders of MAN 1 Kota Kediri"		
3	Hasri Ainun Siregar: "The Effect of Self Monitoring Approach to Reading and Thinking (SMART) Strategy on Students Reading Comprehension at the Eight Grade of SMP IT Ash-Shiddiiqi Batang Hari"	The similarity between this research and previous research is the researchers used SMART strategy and focused on teaching reading skill students.	The difference between the previous research and this current study is the researcher used narrative text as the material to be tested on students' reading skill. While she used recount text as the material.
4	Desis Rusmanita (2013): "The Effect of Using Self Monitoring Approach to Reading and Thinking (SMART) Strategy toward Reading Comprehension in Narrative Text of the Second Year Students at SMAN 1 Kampar Utara Kampar Regency."	The similarity between the previous study and this current study is the researchers used SMART strategy, focused on students' reading skill, and used narrative text as the material.	The difference between the previous study and this current study is the researcher did the research on junior high school students, while she did the research on senior high school students, which is at the different school level.
5	Agustina Aulia (2021): "The Effect Of SMART (Self Monitoring Approach To Reading And	The similarity between this research and previous research is the researchers used SMART strategy and focused on teaching reading skill students.	The difference between the previous research and this current study is the researcher focused on SMART strategy and did the research on junior high school students. However,

No	Name and Thesis Tittle	The Similarities	The Differences
1	2	3	4
	Thinking) And Self-Efficacy Toward The Reading Skill On Narrative Texts On First Grade Students Of SMAN 10 Pekanbaru"		she focused on SMART and self-efficacy and did the research on senior high school students, which is at the different school level.

SMART and reading skill are the similarities of this research and previous research. The method is self-monitoring approach reading and thinking (SMART). The researchers above used several reading texts. Eventhough this study used the same technique, but the researcher chose to use narrative text as the material and wordwall in the classroom to help students had an experience and understood the material. However, it concluded that many problems in reading which faced by students. The use of SMART is proving this as a suitable method in teaching reading skill. It helped students to understand the reading text and fluent in reading process.

B. THEORETICAL FRAMEWORK

1. Reading

a. The Concept of Reading

Reading is an active process which readers recognize the written text and masters the comprehension skill.[23] It means that the

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[23] M.F Patel and Praveen M.Jain. "English Language Teaching (Methodes, Tools & Technique)". *Vaishali Nagar: Sunrise*, (2008): 113.

reader involved in reading activity to get ideas from its text as well as the writer mean. Brown proposed that reading is one of four skills that students needed to master in learning activity.[24] According to Brown, reading is an activity that enriched the knowledge of students. It helped students to train and know how to use English well, students are able to have a better reading ability for the aim of learning in the classroom.

William proposed that students are able to understand the content of what they are reading, such as deducting main ideas from text given and it is meaningful for them.[25] However, the readers built their comprehension from the text they are reading, made sense of the readers thinking using their ideas and eyes. They included their imagination to influence their achievement in reading skill. So when the students mastered the reading skill, they trained more and having understanding in the reading activity. Brown proposed reading is appropriate implemented with other skills activity.[26] With the building students' comprehension, they made a sense of reading by their eyes and brain.

Moreover, according to Moreilon, reading is set of skills that the reader made meaning from printed word. The readers must be able to decode or read in loud the printed words and comprehended what

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[24] H Douglas Brown. Principles of Language Learning and Teaching". *London: Longman*, (2000): 217.
[25] William, Grabe. Reading in A second language: Moving from Theory to Practice. *New York: Cambridge University Press*, (2009): 4.
[26] H. Douglas Brown. "Teaching by Principle, An Interactive Approach to Language Pedagogy". *London: Pearson Education.* (2001): 298.

they read.[27] In addition Caroline proposed that reading is a set of skills that made sense the text by comprehending what the readers read.[28] So, to achieve reading, the readers had to consider the levels that must be mastered.

As an interactive skill, reading is the process of understanding a written text. Readers had to decode or recognize the sign in the written text and finally the readers understood what the author's describing. Reading is the ability which people had to master it is to understand the information that they got from the text then interpreted the meaning of it by using their knowledge and strategies in reading.

b. Purpose of Reading

There are many purposes or objectives of reading. The seven purposes were;

    1) Reading to get short information.

        The readers are able to get information from the text or if they need to get what they are searching, they can read it.

    2) Reading to skim quickly.

        Readers can read in fast or just a moment to know the readers curious about the text.

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[27] Judi, Moreilon. "Collaborative Strategies for Teaching Reading Comprehension". *Chicago: American Library Association*, (2007): 69.

[28] Caroline T. Linse. "Practical English Language Teaching : Young Learners". *New York: McGraw-Hill companies, Inc*, (2005): 69.

3) Reading to learn from text.

Each text had its own message. Readers are able to learn from the written text which showed by the authors.

4) Reading to integrate the information.

When the readers read some texts, they are able to integrate the ideas that they have gotten from the texts.

5) Reading to write.

A writer needed to read several texts based on what he wanted. So, reading is the way to get information in order the writers were able to write an article, journal, book, and etc.

6) Reading to critique texts.

When the readers read a text that is less focus about the topic written, provides less insight or others. Readers can critiqued and gave a suggestion to the writer.

7) Reading for general comprehension.

Reading is useful for each reader to have a further comprehension from the texts.[29]

Therefore, those are the purposes of reading which gave benefits for the readers.

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[29] Grabe William, and Fredricka L Stoller. "Teaching and Researching Reading". New York: Longman, (2002): 13.

2. **Strategies in Teaching Reading**

Teachers had to use strategies in teaching reading in order the students were able to read the text appropriately. According to Hasibuan, the strategies for effective reading are:

1) Pre-viewing

Readers reviewed the text title, photo caption on the text, and heading to connect with the reading text.

2) Predicting

Readers made a prediction about the content, checked comprehension, and vocabulary by knowing the type of the text.

3) Scanning

Got the main idea by short looking such as identifying question prediction.

4) Guessing

By the readers idea, they guessed unknown words, got clues from the text is better than stopping to look them up.

5) Paraphrasing.

Readers stopped reading and restarted ideas at the end of the reading section to check comprehension[30].

Therefore, the researcher chose to use SMART which provided all the criteria of teaching reading strategy for students at junior high school.

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[30] Hasibuan,Kalayo and Muhammad Fauzan Ansyari. "Teaching English as a Foreign Language(TEFL)". *Pekanbaru:Alaf Riau Graha UNRI Press*, (2007): 120.

3. Self-Monitoring Approach Reading and Thinking (SMART)

a. Concept of SMART Strategy

The researcher used self-monitoring approach reading and thinking (SMART) to examine this activity improved students' reading skill. Self-monitoring approach to reading and thinking (SMART) strategy was developed by Vaughn and Estes (1986) and further described by Irvin (1998). Self-Monitoring Approach to Reading and Thinking is a reading method to solve the misunderstood part of text. According to Crilly, SMART helped students to think about asking themselves a question they needed to know the meaning.[31] Buehl stated SMART is a technique to find knowledge from knowing the reading text what they understood and not.[32]

In this activity, students told to themselves as the readers. It helped learners to be more active and solved the trouble of reading by their own effort. Based on Buehl, SMART is applicable for learners by giving checklist mark (√) in the left or right side if they understood and a question mark (?) if they did not understand the text.[33] As most students reading only knew half of what it meant. So by giving a check mark and a question mark, they chose which

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[31] Crilly. "Reading Strategies: Self Monitoring Approach to Reading and Thinking". *Delaware, USA: International Reading Association*, (2002).

[32] Buehl, Doug. "Classroom Strategies for Interactive Learning". *Canada: International Reading Association*, (2009): 182.

[33] Buehl, Doug. "Classroom Strategies for Interactive Learning". 130.

sentence they did not understand and guessed what their reading fully means.

According to Vaughan and Estes, Self-Monitoring Approach to Reading and Thinking increased learners skill to have concentration in reading. As learners determining what part of text they fully understood and got fix-up strategies.[34] Therefore, by using this strategy, they were able to monitor reading parts that they did not understand, by this method made students easier to complete the contents of the reading.

b. Advantages and Disadvantages of SMART

The advantages of using SMART strategy are;

1) Retained learners thoughts as text coding and created self-understanding of the writer's purpose.

2) Students realized that comprehension is the result of the interplay between the writer's words and reader's thought.

3) Students listened their inner conversation in head about the text.

4) Students were provided the problem solving system and attempted to use fix-up strategies than half understanding.

5) Students concluded text by their own thought for easy way to remember text.[35]

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[34] Roberto L. Sejnost. "Tools for Teaching in the Block". *California: SAGE*, (2009): 119.
[35] Doug Buehl. "Classroom Strategies for Interactive Learning". *Hawaii: International Reading Association*, (2009): 182.

However, SMART strategy came with the following disadvantages, they were;

1) It was difficult to change students' old study habits.

2) It took more treatment to start asking and developed conclusion than let the students did self-reading .[36]

Everything had its advantages and disadvantages. However, of course the benefits are clear. Therefore this strategy was carried out to make it easier for teachers to read. This research encouraged students to develop students' independence in reading comprehension. Through reading that students did not know, they found out that way they remembered it more easily.

c. Procedure of Teaching Reading Using SMART

There are some procedures of using SMART strategy as teaching method. The steps were;

1) Read. Read part of text. Gave a check mark (√) to each paragraph which learners understood by pencil. Gave a question mark (?) to each paragraph when learners did not understand.

2) Self-translating. Learners stopped to explain to themselves at the last part by their thought and looked back to the difficult part.

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[36] Loraine Blaxter, Cristina Huges, & Malcolm Tight. "How to research (4thed) ". *New York: University Press*, (2010): 115.

3) Troubleshoot. Went back to each (?) and saw they were able

to get sense of the text paragraph.

(a) Re-read the difficult spot to see if they knew and if still

did not know.

(b) Gave a pinpoint of problem as figured out the trouble:

• It was difficult word or unknown vocabulary?

• It was difficult sentence or confusing language?

• It was subject you knew less?

(c) Tried Fix-up strategy

• Used glossary or vocabulary aid.

• Looked over the pictures or graphic.

• Examined other chapter (review section, conclusion, or

diagrams).

4) Self-explanation what learners did not understand or made

confuse.

5) Got helped. Ask the teacher or classmate.[37]

4. Teaching Reading in Narrative Text using SMART Strategy

The steps of teaching narrative text with SMART strategy are:

a. Pre-activities

1) The teacher greeted the students.

2) Teacher explained the objective of learning and gave the

material.

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[37] Buehl, Doug. "Classroom Strategies for Interactive Learning (Second Edition)". *International Reading Association, Newerk: Deleware*, (2001): 130.

b. While-activities

1) Teacher asked students to read a narrative text.

2) Teacher asked students to give a checklist mark (√) to every paragraph which they knew and a question mark (?) to any paragraph which they had no understanding.

3) Teacher asked students to retell the story when they were at the last text.

4) Students concentrated on the (?) paragraph and did fix-up strategies:

● Students reread the difficult part by effort to make sense.

● Students isolated the problem.

● Students looked up vocabulary in dictionary or glossary.

● Students read again other chapter such as conclusion, pictures, beginning, and so on.

● Students tried to focus on the reading part that made them confuse.

● Teacher helped the students to understand the text.

c. Post-activities

1) Teacher asked students to summary the story text.

2) The teacher closed the class.[38]

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[38] Athami, Shelya. "The Effectiveness of Using Self Monitoring Approach To Reading and Thinking "SMART" Strategy in students' reading comprehension at the first semester of eighth grade of SMPN 1 Pulaupanggung in the academic year 2019/2020". (Thesis, UIN Raden Intan Lampung, 2019): 23-25.

CHAPTER III
RESEARCH METHOD

This chapter presents the research approach and design, population and sample, data collection technique and instrument test, and data analysis method.

A. Research Approach and Design

Quantitative research was used for this research. It was focused on improving knowledge by the use of technique, for example giving experiment, observation, and others for getting data results.[39] It was conducted to know the effect of SMART strategy as it improved reading skill for students through pre-test and post-test. This research was conducted research in the second semester of junior high school.

This research used quasi-experimental non-equivalent control group design. There were two classes that were chosen for this research, experimental class and control class. Then, to measure the effectiveness of SMART on reading skill, pre-test and post-test are given to both classes.

The SMART strategy was used in teaching reading for experimental class and control class used conventional teaching method. Before giving treatment, the researcher gave pre-test, while the post-test is a test for measuring students' ability after getting a treatment.

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[39] Sugiyono. "Metode Penelitian Kuantitatif, Kualitatif, dan R&D". *Bandung: Alfabeta*, (2013).

The short overview of research design is presented in the table 3.1.

Table 3.1 Research Design

```
                          Quasi-
                       experimental
            ┌──────────────────┴──────────────────┐
       Experimental                            Control
          Group                                 Group
    ┌────────┼────────┐              ┌────────────┼────────────┐
 Pre-test  Treatment  Post-test   Pre-test    Treatment     Post-test
    │         │          │           │            │             │
 writing    SMART     Quiz test   Writing    Conventional    Writing
  test                              test        method         test
```
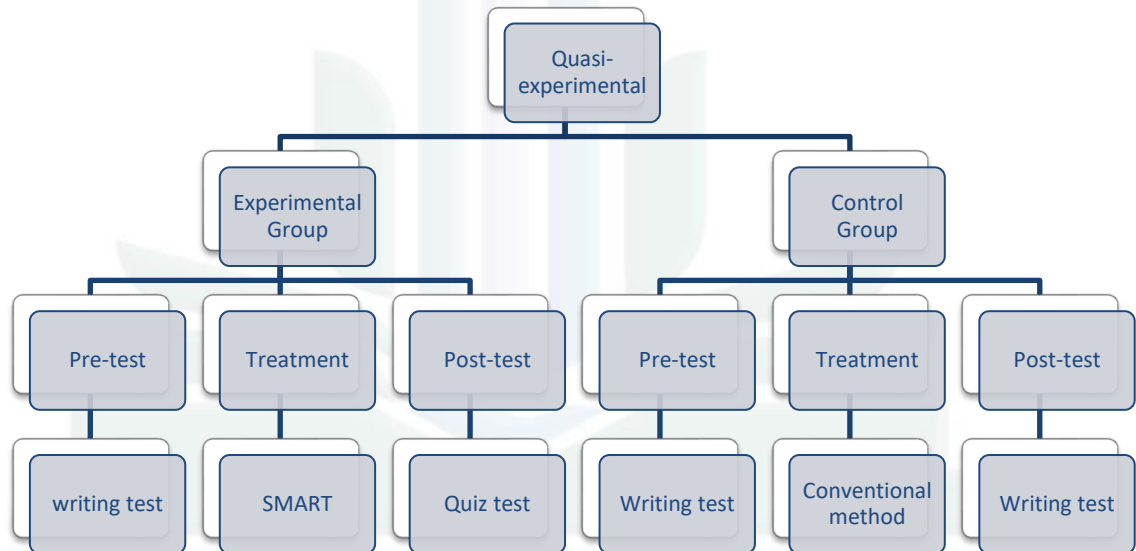
B. Population and Sample

The populations of this research were the eighth grade students (8.A, 8.B, and 8.C). The reason of choosing VIII class students for this research object is based on the consideration which class VIII students are in the middle position, with a stable level of adaptation. The class VIII is still at the stage of adjustment, a transition period to the society and learning process. Meanwhile, class IX is currently preparing for the National Examination or final graduation exam and it is feared to distract their learning activities. The researcher focused on teaching narrative text using SMART strategy. The population of this research is shown in the table 3.2.

Table 3.2 Research Population

Number	Class	Students
1.	VIII A	30
2.	VIII B	24
3.	VIII C	24

The samples of this research were the 8.B students and 8.C students which is chosen by using purposive sampling. The reason of choosing 8.B and 8.C classes as the research samples was the researcher chose to use purposive sampling which is commonly used in quantitative research. It created a real time results from the research. Therefore, through this sampling, researcher found out the effect of SMART strategy to teaching reading the junior high school students. There are 24 students in the 8.B class and 24 students in the 8.C class. The total number of sample were 48 students as presented in the table 3.3.

Table 3.3 Research Sample

Number	Class	Student	Group
1.	VIII B	24	Experimental
2.	VIII C	24	Control
Total		48	

C. Data Collection Technique and Instrument Test

1) Data Collection Technique

a). Observation

Observation is used for collecting data. The observation was conducted to the eighth-grade students at Al-Ishlah junior high school. Through implementing participant observation, it is for knowing students' activity and communication in the class. In the preliminary observation, the researcher found that the students' activities were not appropriate for improving their reading skills. As it was teacher-centered not students-centered, they had no opportunity to express their thoughts, as shown in the appendix 5 of observation sheet. So, the researcher used SMART strategy in order the students were able to express their imagination and understood the reading text.

b). Test

The pre-test and post-test were conducted by the researcher for experimental and control class. It was applied to determine whether experimental class had an effect or improvement. Pre-test was given in the first meeting then continued to the treatment, while post-test was given after doing the treatment to each class.

2) Instrument Test

The instrument tests are post-test and pre-test. Pre-test was conducted in the first before students got a treatment to find out how better the students' reading skill. After that conducting post-test when

the students got a treatment. Written test was applied to experimental and control class for pre-test. But in last meeting, 8.B students got a post-test of narrative text on online game and gave conclusions what they knew about the narrative text to train their critical thinking. For the 8.C students still did the writing test. The instrument test was shown in the appendix 3.

3) Validity and Reliability of Instrument Test

The procedures of the test were divided into pre-test, treatment, and post-test. The researcher did the validity and reliability of the pre-test and post-test before giving the test to the experimental class and control class. The validity and reliability test followed as;

a). Validity

Validity is the degree to all prediction by confirming the validation of test instrument. Content validity was used in this research. It was compared the material or questions with the questions has given at last meeting by their teacher. The test was made for getting new improvement in reading skill. The validator of this instrument is English teacher at Al-Ishlah junior high school, Mrs. Sumiati, S.Pd to find the instrument is valid or not. By the K13 curriculum that used in the school, the researcher needed to make the test related to basic competence, objective of learning, and so on. The researcher gave a test instrument, scoring rubric, and lesson plan about narrative text to Mrs. Sumiati. The teacher validation sheet is shown in the appendix 7.

b). Reliability

Reliability is measured the result of test instrument is completed or not. Inter-rater reliability was used in this research. There are two raters who were Mrs. Sumiati S.Pd and the researcher himself to examine 8.A class which consists 30 students. By giving try-out to 8.A class, the examiners gave their scores agreement for students to know if the test is reliable or not with the Cohen's Kappa formula on SPSS version 20. The construction of Cohen's Kappa is presented in the table 3.4.

Table 3.4 Construction of Cohen's Kappa[40]

Kappa's Value	Level of Agreement	% of data that are reliable
0 - .20	None	0-4%
.21 - .39	Minimal	4-15%
.40 - .59	Weak	15-35%
.60 - .79	Average	36-63%
.80 - .90	Strong	64-81%
Above .90	Almost perfect	82-100%

The researcher collected scores of test try-out that collected from 8.A students. The scores of try-out before getting agreement between two raters are shown in the table 3.5.

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[40] Mary L.McHugh. *"Interrater Reliability: The Kappa Statistic". Biochemia Medica*, (2012): 279.

Table 3.5 Try-out Scores from Two Examiners

No.	Student	Pretest	Posttest	Pretest	Posttest
1	MFF	60	70	62	70
2	AAAH	80	50	80	50
3	AF	62	80	62	80
4	AYP	84	50	84	50
5	AYS	77	75	78	76
6	AKF	65	70	66	72
7	FZM	70	85	70	85
8	GM	50	65	50	66
9	HI	80	77	80	80
10	MAM	50	80	50	85
11	MAR	75	60	76	60
12	MAA	70	50	72	50
13	MFA	85	60	85	60
14	MFA	65	80	66	80
15	MF	77	71	80	75
16	MFRU	80	60	85	60
17	MFB	60	73	60	74
18	MIM	50	70	50	72
19	MI	60	77	60	77
20	MN	80	82	80	82
21	MN	71	84	75	84
22	MRAA	65	66	66	77
23	MR	54	74	55	74
24	MRA	62	60	62	62
25	MA	54	80	54	80
26	NDS	67	62	68	62
27	RAG	56	84	56	84
28	RU	80	77	80	78
29	RSM	82	65	82	66
30	YTNI	63	60	68	60

However, the researcher analyzed the reliability of the instrument test on SPSS version 20. The result of reliability pre-test is presented in the table 3.6.

Table 3.6

The Result of Pre-test by Cohen's Kappa

Symmetric Measures

	Value	Asymp. Std. Error	Approx. T	Approx. Sig.
Measure of Agreement Kappa	.538	.091	12.157	.000
N of Valid Cases	30			

The category of Kappa reliability was referred to the value of

agreement Kappa. If the value was >0,400 so the instrument was

reliable. According to the table above, the researcher focused on the

value which is 0,538. Therefore, the pre-test is reliable. Meanwhile, the

result of reliability post-test is presented in the table 3.7.

Table 3.7

The Result of Post-test using Cohen's Kappa

Symmetric Measures

	Value	Asymp. Std. Error	Approx. T	Approx. Sig.
Measure of Agreement Kappa	.535	.093	11.239	.000
N of Valid Cases	30			

According to the table above, the researcher focused on the

value of Kappa which was 0,535. Therefore, the post-test collected

higher than 0,400. So, they were reliable and appropriate to be given as test to experimental class and control class.

D. Data Analysis

The researcher analyzed the data by using three techniques; normality test, homogeneity test, and independent sample t-test. The researcher used Kolmogorov Smirnov technique and Levene test with SPSS version 20. The researcher chose SPSS 20 version to analyze the data which collected from the students' scores in the VIII B and VIII C. As this SPSS 20 suitable for window 10 and 32 bit type, which is appropriate for the computer that used by the researcher. Even, there are many new versions of SPSS that can be used, but SPSS 20 also had an easy result of data presentation.[41] So, the researcher chose to use SPSS 20 version for the data analysis.

There are advantages and disadvantages of using SPSS. The advantages were;[42]

1. The data presentation provided by SPSS is more informative, it is easier for users to read the results of analyzing data.

2. The information provided is more accurate, because SPSS itself provided information by providing a reason code if there was a missing data.

3. SPSS itself is quite easy to use, where users did not need to learn programming languages.

However, the disadvantages of using SPSS are;

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[41] Andi. "Panduan Praktis SPSS 20". *Yogyakarta: Wahana Komputer*, (2012).
[42] Rustam Ahmad. "Dasar-Dasar Statistik". *Putri Yolanda: Kolaka*, (2016).

1. SPSS is still common complicated even though this program is user friendly. At least users knew the basics of statistics to be able to use this program. So, there are many training for learning the SPSS program.

2. There are many versions of SPSS, so the selection of SPSS must be appropriate to the computer that used.

The researcher conducted homogeneity test and normality test, after that conducting independent sample t-test to test the research hypothesis. The scheme of data analysis of this research is presented in the table 3.8.

Table 3.8 Data Analysis
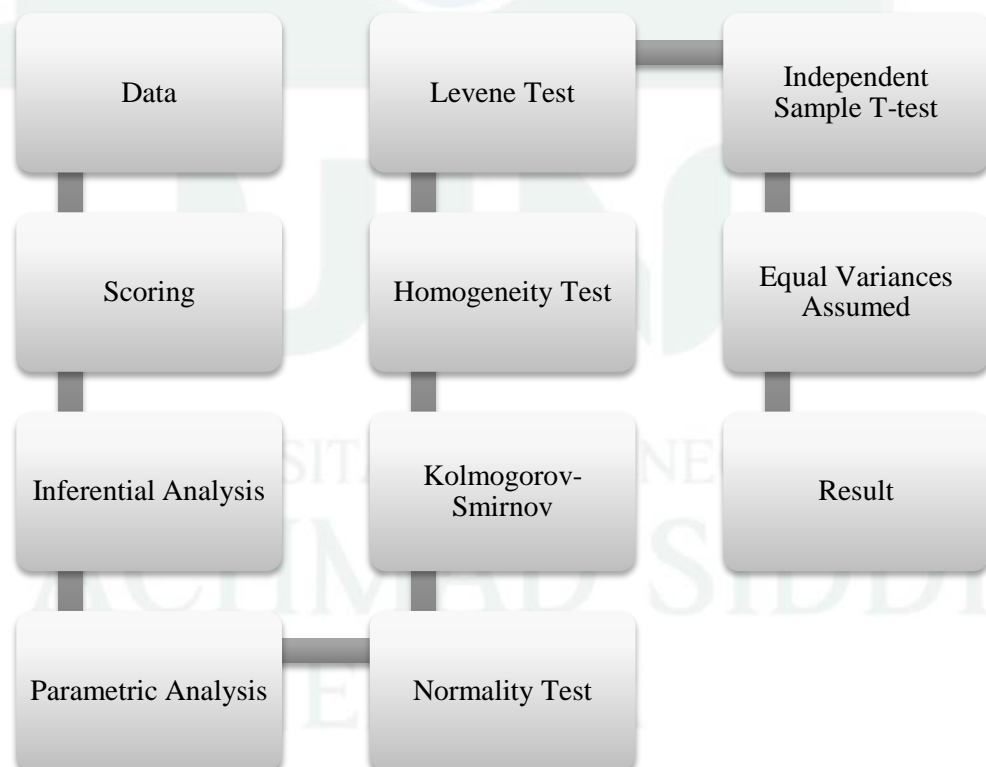
The steps of using SPSS version 20 followed as;

1. Normality Test

Normality test is finding the significant of data variable that included in normal distribution. If the test score is higher than 0.05, so the data is normal. [43] The researcher analyzed the data using Kolmogorov Smirnov on SPSS 20. If the significant value is ≥ 0.05, meant experimental class and control class are normal, then if the significant value is < 0.05, meant experimental class and control class are not contributed normal. The steps are;

a) Open SPSS

b) Then input the score in data view

c) Click variable view, type the class name on variable 1 and variable 2. The decimal is 0. In the label, type the same class name as in the variable.

d) Next click Analyze, choose Regression and click Linear. Fill in the independent with class B, and fill in the dependent with class C.

e) Click save and choose unstandardized of residuals

f) Next click continue and OK

g) Then appears the residual column in data view

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[43] Andrew Garth. "Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It)". *Sheffield: Sheffield Hallam University*, (2008): 73.

h) Click analyze, choose nonparametric test then legacy dialogs, and click 1 sample K-S. Fill in the test variable list with unstandardized residual.

i) Then checklist normal in the test distribution and click OK.

2. Homogeneity Test

Homogeneity test is used to find the data of research sample are at the same ability or same variant. There are three ways, fisher test, levene test, and barlett test. The result is deal if the significant level of the test is more than 0.05. [44] If the significant value is ≥ 0.05, meant the experimental class and control class are homogeneous. Then, if the significant value is < 0.05, meant experimental class and control class are not similar or homogenous. The steps are;

a) Open SPSS

b) Next input the scores in the data views. Click variable view, type "score" in the variable 1 and type "class" in the variable 2.

c) Click values of variable 2, type class B which is 1 as the code and click Add. Then type class C which is 2 as the code and click Add.

d) Then click Analyze in the menu, click compare means and one way Anova

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[44]Prayitno, D. "Paham Analisa Staistik Data dengan SPSS". *Yogyakarta: MediaKom*, (2010): 71-72.

e) Next fill in the dependent list with students' score and fill in the factor list with class. After that click options and checklist the homogeneity of variance test

f) Click continue and OK.

3. Independent Sample T- Test

Independent sample t-test is used for comparing means between experimental and control group to find an effect after conducting different method.[45] If the data is normal and homogeneous, the next is testing the hypothesis by independent sample t-test. The steps are:

a) Open SPSS

b) Click data view and input the score of two classes

c) Click Variable View, type the class name. But in the Values, type 1 as the code of experimental and type 2 as the code of control. The decimal is 0.

d) Click analyze and Compare Means, then click Independent Samples T- Test.

e) Move the students' score to the column of Test Variable(s), and move the class to Grouping Variable. Then in the define group, type the same number as in the value. Click continue and OK.

(f) then the means result appears on the SPSS.

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[45] Prayitno, D "Paham Analisa Staistik Data dengan SPSS". *Yogyakarta: MediaKom*, (2010): 72.

By knowing the steps of analyzing data through SPSS, it helped the researcher to input data easier. So, those all the way of data analysis to examine the effect of SMART strategy to the students' reading skill at Al-Ishlah junior high school.
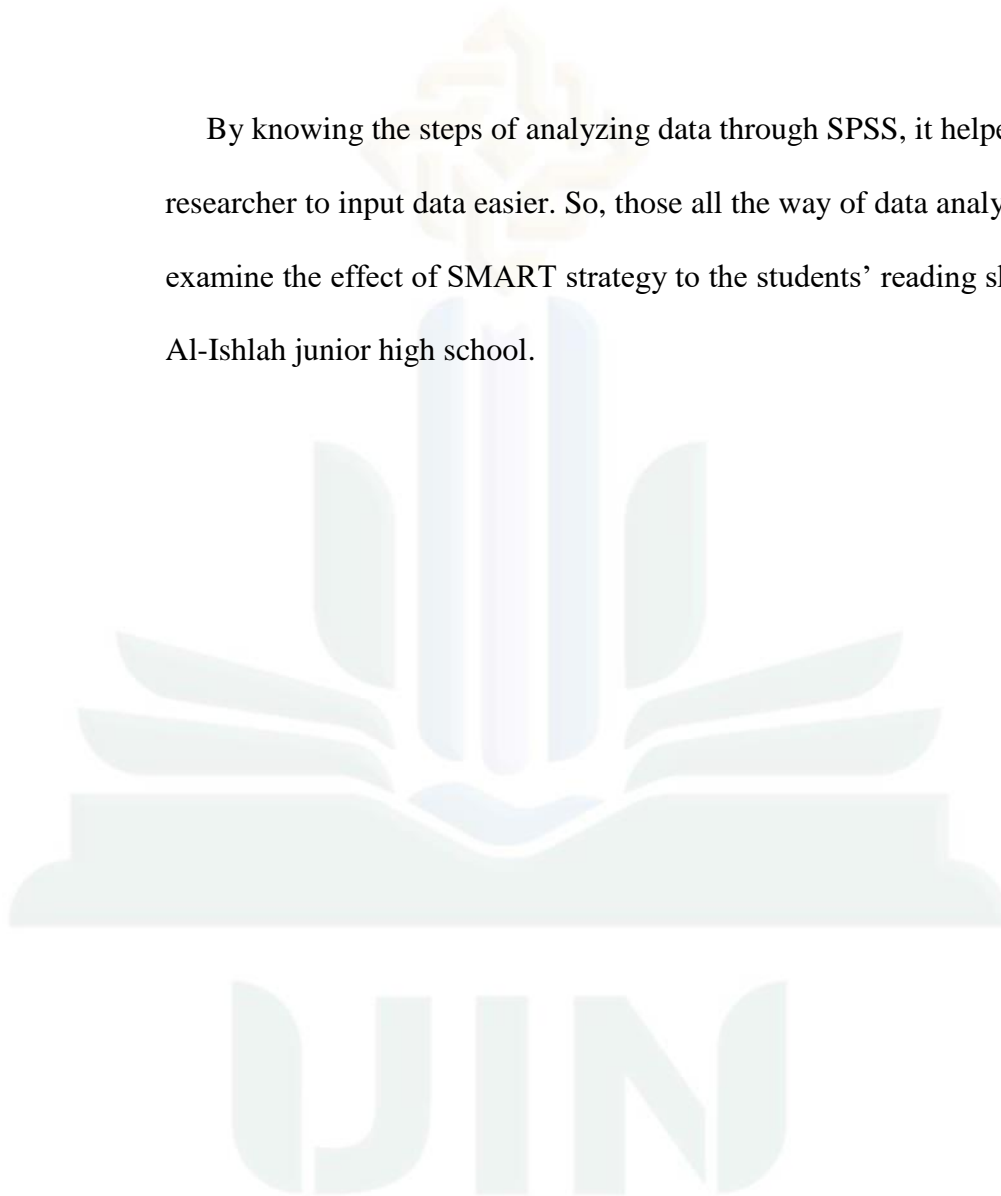
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter presents about the description of the research object, research results, and discussion.

A. Description of The Research Object

Al-Ishlah Islamic junior high school is one of the Al-Ishlah Islamic boarding school. It is located in Jl. Mataram, Jenggawah Subdisctrict, Jember Regency, and 68171 postal code. The history of Islamic boarding school began with the hope to continue the struggle for Islamic values in education among the Jenggawah community. Mr.Ahmad Syadzili started building an Al-Qur'an educational institution in 1985. The enthusiasm of the society was quite large with around 200 students. Then, the leadership of the lodging was continued by Mr. Sirojuddin Ahmad in 1989 because Mr. Ahmad Syadzili moved to Jakarta. As time went by, Al-Qur'an educational institution continued to receive support from the community, proven by the community's trust in educating their childrenat this boarding school.

Al-Ishlah Islamic boarding school continued to run and develop until now under the leadership of Mr. Ahmad Mu'ien Siroj with around 1000 students supported by all the sons and daughters of Mr. Syadili and Mr. Sirojuddin. Kiyai Ahmad Mu'ien Siroj is the first son of Mr. Sirojuddin who completed his education at the Al-Amin Prenduan Islamic boarding school. Al-Ishlah Islamic junior high school had a routine events twice a year. There were Arabic week and English week. The students had to speak the Arabic or

digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id

40

English language and had supporting games or competitions, such as puzzles, speech, debate, news reading, and drama, and so on.

B. Research Results

The researcher collected the data of pre-test and post-test. There are two test that given to experimental class and control class. The researcher applied a different teaching method. SMART strategy was implemented to the 8.B students, while the 8.C students were taught by conventional or lecture method. The scores of pre-test and post-test were collected to examine the effect of SMART strategy implementation. In this research, the total class meetings are 6 times. The researcher did 3 meetings in the experimental class and 3 meetings too in the control class. Every meeting is 45 minutes. October 28th 2023 till November 7th 2023 is the time period of research implementation. The research samples are 8.B and 8.C class which had chosen by using purposive sampling.

The he researcher gave pretest and post-test were given to collect data then analyzed the data using SPSS version 20 to find if SMART strategy affected students' reading skill. Before doing pre-test and post-test in both classes, the researcher did a try out in 8A class. The first try-out was carried out on October 31st 2023 and the second try-out conducted on November 1st 2023. There are two raters, Mrs. Sumiati, S.Pd and the researcher as the examiners to find the reliability test. The pre-test was conducted in the first meeting of every class in order the researcher knew students' knowledge or their reading skill before teaching by SMART strategy. When the instrument

tests were reliable, the researcher applied a pre-test to experimental class on November 2nd 2023 at 7.45 am-8.30 am, and applied a pre-test to control class at 10.15 am-11.00 am. This step is important for doing the next step which is treatment or class activity.

The researcher asked experimental and control students to share their experience and knowledge about fun reading activity and what is narrative text. The researcher chose written text, so they were given some multiple choice questions of short story for completing task. When the pre-test was did by students. The researcher taught narrative text and gave directions to students about reading with SMART strategy for experimental class. For control class, the researcher taught narrative text too but only teaching by lecture or casual. There is no special strategy in classroom activity. Explaining narrative text and provided some examples about narrative reading that they read.

Teacher implemented the SMART for the next activities in experimental class. Teacher asked students to read the short story by using SMART learning. First, students had to give a checklist mark (√) in the right or left of every paragraph in the story if they understood. While, giving a question mark (?) in the right or left of every paragraph in the story if they did not understand. Second step, when students reached the last of story, they tried to retell what they read. Teacher monitored every student about their reading text and asked them to focus on the difficult paragraph that marked with question mark (?) and looked for the meanings on dictionary. Students read

the other part of story such as pictures, introduction, and conclusion with monitoring them to understand the text. Lastly, students concluded the reading text based on their understanding and imagination.

Meanwhile, in the control class, the researcher explained the narrative text, gave the example of narrative reading. Then, students were asked to read narrative text without implementing the SMART strategy. So, they just read the text and asked them to tell what they got from the text whether they understood or not. The researcher conducted the last test which is post-test to 8.B and 8.C students after giving pre-test and treatment.

The post-test was conducted in the last meeting of every class as the measurement in order the researcher found the difference between students' ability who were practiced SMART strategy in the classroom and who were not practiced any other strategy. The researcher applied a post-test to experimental class on 6th of November 2023 at 7.45 am-8.30 am, and for the control class on the same day at 10.15 am-11.00 am. In this step, the researcher gave a different test model. 8.B students did the task about narrative text in a fun way. The questions and story were selected on Wordwall game to make them active and excited to finish the task. So that, they experienced to answer questions by the limited time and focused. After that, teacher collected students' assessment and gave appreciation and small gifts to the best students who got the higher score.

However, the post-test of control class was given as the daily assessment in the school which is written text. Students did some questions in

writing or paper task. After doing the test, students submitted their answer on the teacher's table. Students and teacher also did a small discussion about the narrative test in order they knew the correct answer of all questions. The students of 8.B and 8.C did all the pre-test and post-test from the researcher. The scores of experimental students and control students were presented in the table 4.1.

1. Data of Experimental Class

The 8.B students collected scores from what they did on pre-test and post-test as shown below.

Table 4.1

Scores of Pre-test and Post-test of Experimental Class

Number	Student Name	Pre-test Score	Post-test Score
1	ADA	58	80
2	AFRM	46	75
3	AJM	50	80
4	ARA	40	75
5	AM	35	60
6	AHR	44	73
7	AIM	40	75
8	AIZ	40	80
9	ASF	41	70
10	AM	45	60
11	BRA	46	75
12	DAA	46	75
13	MAYF	54	85
14	MAAP	40	68
15	MAS	45	80
16	MANR	40	75
17	MFAK	58	92
18	MFB	60	95

Number	Student Name	Pre-test Score	Post-test Score
19	MAK	42	81
20	MAR	25	65
21	MFO	40	80
22	SUQ	37	70
23	TH	50	80
24	WTCF	40	80
	Total	1061	1770
	Mean	44,21	76,21
	Min	25	60
	Max	60	95

According to table 4.1, experimental class collected 44,21 in the pre-test. The minimum score was 25 and the maximal score was 60. While, the mean of post-test was 76,21. The minimum score was 60 and the maximal score was 95.

2. Data of Control Class

The 8.C students collected scores from what they did on pre-test and post-test is presented in the table 4.2.

Table. 4.2.
Scores of Pre-test and Post-test of Control Class

Number	Student Initial	Pre-test Score	Post-test Score
1	AKHPA	60	60
2	AACP	45	61
3	AWNH	50	50
4	AAA	45	50
5	AR	40	60
6	BKH	45	58
7	FHA	42	55
8	MADK	25	42
9	MAJ	40	60

Number	Student Initial	Pre-test Score	Post-test Score
10	MAP	30	56
11	MAH	40	60
12	MDKVA	50	65
13	MFAF	40	56
14	MFR	40	50
15	MFAY	41	54
16	MHH	40	55
17	MIDD	37	56
18	MR	39	55
19	MRA	40	60
20	MRM	37	57
21	MRS	40	60
22	MSRR	48	70
23	OFR	50	75
24	TAK	41	50
	Total	1005	1322
	Mean	41,88	57,29
	Min	25	42
	Max	60	75

According to table 4.2, control class collected 41,88 in the pre-test. The minimum score was 25 and the maximal score was 60. While, the mean of post-test was 57,29. The minimum score was 42 and the maximal score was 75.

The results of two tables above, there are range scores from two classes. The range score of pre-test and post-test of experimental class was 32 points. The range score of pre-test and post-test of control class was 15,41 points from. So, the mean of the experimental class was higher than the control class.

C. Analysis and Hypothesis Testing

1. Normality Test

In this research, the normality test is used as the first step before analyzing the independent sample t-test. The researcher used normality test with Kolmogorov-Smirnov. The result of normality test is shown in table 4.3.

Table 4.3 Test of Normality with Kolmogorov-Smirnov

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		24
Normal Parameters	Mean	0E-7
	Std. Deviation	8.06388608
Most Extreme Differences	Absolute	.110
	Positive	.110
	Negative	-.082
Kolmogorov-Smirnov Z		.540
Asymp. Sig. (2-tailed)		.932

a Test distribution is Normal.

b Calculated from data.

According to the table above, there is a table of Kolmogorov-Smirnov, the result of Kolmogorov-Smirnov was 0,540 and the result of significant 2-tailed was 0,932. As the data of normality showed above,

the value was >0,05 which is experimental and control class are included to normal result.

2. Homogeneity Test

The type of homogeneity test that used by the researcher is Levene test. The result is presented in the table 4.4.

Table 4.4 Test of Homogeneity of Variance

Test of Homogeneity of Variances

hasil belajar pretest

Levene Statistic	df1	df2	Sig.
1.629	1	46	.208

ANOVA

hasil belajar pretest

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	40.333	1	40.333	.739	.394
Within Groups	2509.667	46	54.558		
Total	2550.000	47			

Based on the table 4.4, the significant value of Levene was 0,208. So, because of the significant value was ≥0,05, meant the 8.B and 8.C students were homogenous and at the same level.

3. Hypothesis Testing

The researcher is aimed to answer the hypothesis whether it is accepted or rejected. The formula of hypothesis followed as:

a) Alternative Hypothesis (Ha)

There is an effect either positive or negative of SMART strategy on students' reading skill.

b) Null Hypothesis (Ho)

There is no effect of SMART strategy on students' reading skill.

Basic decision in applying independent sample t-test is according to the significant (2-tailed) as follow:

1) If the sig. (2-tailed) value is less than 0,05 ($<0,05$), so Ha is accepted and Ho is rejected.

2) If the sig. (2-tailed) value is more than 0,05 ($>0,05$), so Ho is accepted and Ha is rejected.

To prove whether the SMART strategy has an effect on students' reading skill, the researcher testing the post-test from two classes by independent sample t-test in IBM SPSS 20 version. The result of independent sample t-test is shown in the table 4.5.

Table 4.5 Independent Sample T-test

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil belajar	kelas b	24	76.21	8.387	1.712
	kelas c	24	57.29	6.824	1.393

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
hasil belajar	Equal variances assumed	.000	18.917	2.207
	Equal variances not assumed	.000	18.917	2.207

According to the left side table of students' study result. The researcher used equal variances assumed in the first row. The Ha or alternative hypothesis is accepted because the sig. (2-tailed) was 0.000 that means < 0.05.

The research proposed "there is a significant effect of teaching reading using SMART strategy" was accepted. Meanwhile, teaching reading by non-SMART strategy was rejected.

D. **Discussion**

The researcher did this research is to examine the effect of SMART strategy on teaching reading at Islamic junior high school students. There are two groups that the researcher chose for the research object. Students of VIII B for experimental group and students of VIII C for control group. Because of limited time or meetings to teach in both classes, the researcher taught in 6 meetings for giving pre-test, post-test, and the class activity. After collecting the result of class VIII B and VIII C, the researcher found

that experimental students which taught by using SMART strategy had better reading skill.

In this study, experimental class collected 44,21 in the pre-test. The minimum score was 25 and the maximal score was 60. While, the mean of post-test was 76,21. The minimum score was 60 and the maximal score was 95. Meanwhile, control class collected 41,88 in the pre-test. The minimum score was 25 and the maximal score was 60. While, the mean of post-test was 57,29. The minimum score was 42 and the maximal score was 75. Experimental students reached better score than control students. The result of normality using Kolmogorov-Smirnov was 0,540 and the significant 2-tailed was 0,932. The sig. value of Levene homogeneity test is 0,208. As the data of normality and homogeneity showed above, the value was >0,05. The sig. (2-tailed) of independent sample t-test is 0.000 that means < 0.05.

According to previous researches which conducted by Shelya Atami[46] that experimental students got higher score than control students. Fita Fatimatul Fauziah[47] stated that SMART is an effective strategy for teaching reading. Others, Agustina Aulia[48] stated that there was more

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[46] Athami, Shelya. "The Effectiveness of Using Self Monitoring Approach To Reading and Thinking "SMART" Strategy in students' reading comprehension at the first semester of eighth grade of SMPN 1 Pulaupanggung in the academic year 2019/2020 " (*Thesis, UIN Raden Intan Lampung, 2019*).

[47] Fauziah, Fita Fatimatul. "The Effectiveness of Self Monitoring Approach to Reading and Thinking (SMART) towards Students' Ability in Descriptive Text of Tenth Graders of MAN 1 Kota Kediri" (*Thesis, IAIN Tulungagung, 2019*).

[48] Aulia, Agustina. "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". (*Pekanbaru: Diklat Review, 2021*).

interaction between the teacher and students in reading class, and students created their critical thinking on what they read. However, the researcher states that the use of SMART strategy effective in improving students reading skill. The factors that effected students learning are; students were trained to find the reading parts that they did not understand by searching vocabulary on the dictionary. They had better skill to reread and retell the story by their own understanding. It meant, the motivation to learn more about reading English text is improved.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion of this study and suggestion for English teacher and for further researcher.

A. Conclusion

Based on the research results and discussion in the chapter four showed that there is a significant effect of using SMART strategy. The effect of using SMART strategy are;

1. SMART is an effective strategy to improve on students' reading skill at Al-Ishlah Islamic junior high school. They had better skill to reread and retell the reading text by their own understanding.

2. The students participated in the classroom activities and they had more understanding after they read the text, and there was more interaction between the teacher and students in the reading activity.

3. The use of SMART strategy improved students reading skill. The experimental students reached better score than control students.

Therefore, Ho (Null Hypothesis) which showed that "there is no significant effect in using SMART strategy on teaching reading at junior high school students in the academic year 2023/2024" is rejected. Meanwhile, Ha (Alternative Hypothesis) which showed that "there is a significant effect in using SMART strategy on teaching reading at junior high school students in the academic year 2023/2024" is accepted.

B. Suggestion

There are some recommendations for whoever relates to this research, they are:

1. For The English Teacher

The teacher is able to use SMART (Self-Monitoring Approach Reading and Thinking) to teach reading skill, as it could improve students' reading mastery. They are able to understand more the reading text and participate more in the reading activity.

2. For The Next Researcher

The researcher hopes this research gives some benefits for the next researchers to create better and interactive teaching technique in the English class. The next researcher could use SMART strategy to train students learning skill, they are; listening, speaking, reading, and writing.

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Jember, December 1st, 2023

The writer

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Appendix 1

RESEARCH MATRIX

Title	Variable	Variable Indicators	Data Resources	Research Method	Research Questions and Hypothesis
1	2	3	4	5	6
The Effect of SMART (Self-Monitoring Approach Reading and Thinking) to Teaching Reading at Junior High School Students in The Academic Year 2023/2024.	Independent Variable: SMART (Self-Monitoring Approach Reading and Thinking)	- Understandable. Learners have better understanding and easily in reading a text. - Self work. Learners have their own solution to know the purpose or main ideas of the reading text during the learning process.	Eighth Grade Students of Islamic Junior High School of Al-Ishlah Jenggawah	-Research Approach: Quantitative Research -Research Design: Nonequivalent Control Group -Data Collection: Pre-test and Post-test	Research Questions: - What is the effect of SMART to teaching reading at junior high school students? - How is the implementation of SMART effects teaching reading at junior high school students? - How the SMART evaluates more the teaching reading at junior high school students? Hypothesis: -H^0: There is no a significant in using self-monitoring approach reading and thinking (SMART) in teaching reading at Islamic junior high school of Al- Ishlah Jenggawah in the academic year 2023/2024.
	Dependent variable: Reading Skill	-Comprehension -Vocabulary -Fluency -Detail -Understanding		-Data Analysis Method: Independent Sample T test, Normality Test, and Homogeneity Test.	-H^a: There is a significant effect n using self-monitoring approach reading and thinking (SMART) in teaching reading at Islamic junior high school of Al- Ishlah Jenggawah in the academic year 2023/2024.

Appendix 2

BLUEPRINT FOR READING TEST

Sekolah : MTs. Al-Ishlah Jenggawah Materi : Narrative Text

Mata Pelajaran : Bahasa Inggris Bentuk Soal : Multiple Choice

Kelas/Semester : VIII (B dan C) / 2 (Ganjil) Alokasi Waktu : 4x45 Menit

Kompetensi Inti	Kompetensi dasar	Tujuan	Materi	Indikator Soal
3. Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata. 4. Mencoba, mengolah, dan mengkaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori	3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya. 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.	Tujuan pembelajaran ini diharapkan peserta didik mengidentifikasi ungkapan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek, menirukan ungkapan untuk memahami teks naratif lisan dan tulis sesuai.dengan konteks penggunannya.	Teks tulis untuk memahami, menentukan struktur teks, dan mengidentifikasi unsur kebahasaan dari teks naratif berbentuk fabel.	Disajikan sebuah instruksi terkait teks naratif berbentuk fabel, siswa diharapkan dapat memahami dan mengidentifikasi makna teks naratif sesuai dengan instruksi yang diberikan.

Appendix 3

INSTRUMENTS READING TEST

(PRE-TEST AND POST-TEST)

ISLAMIC JUNIOR HIGH SCHOOL OF AL-ISHLAH JENGGAWAH

ACADEMIC YEAR 2023/2024

PRE-TEST

Directions:

1. Prepare your learning tools

2. Do the writing test

3. Read the instruction carefully

4. Answer it and write your answer on worksheet

Please choose the correct answer by clicking A, B, C, or D

One day while a mousedeer was walking in the forest, he saw a big, black snake, the mousedeer was frightened. When he wanted to run away from the snake, he suddenly fell on top of the tiger which was sleeping not far from the snake. The tiger woke up and took hold of the mousedeer that he was going to eat him for lunch." please don't eat me now" said the mousedeer. "I have something important to do."

"Look," said the mousedeer." That is the king's belt. He asked me to stay here and watch it while he was away in the forest." The tiger looked at the snake and said, "that is a beautiful belt. I need a belt like that. Can I wear it? He asked the mousedeer.

"Oh alright," said the mousedeer. So he picked up the snake and winded it around the tiger. The snake twisted itself tighter and tighter, until the tiger could not breathe. The tiger ask the mousedeer to help him. But the mousedeer turned and run away in to the forest.

1. Where was the tiger sleeping?
   a. in the middle of the forest
   b. next to the mousedeer's house
   c. near the black snake sleeping under the tree.
   d. far away from the place where the mousedeer fell.
   Answer: C

2. Why did the mousedeer liked to trick the tiger by saying that the snake was a king's belt? Because....
   a. The mousedeer liked to trick other animals.
   b. The mousedeer was a clever animal.
   c. The tiger wanted to eat him.
   d. The tiger wanted to wear it.
   Answer: C

3. Which statement is suitable with the text?
   a. The snake was frightened when he saw the mousedeer.
   b. The mousedeer wanted to make a friend with the snake.
   c. The snake was afraid because of the tiger
   d. The tiger could not breathe because of the snake.
   Answer: D

4. After reading this history, we can learn that ....
   a. we have to behave like the mousedeer.
   b. we have to find a way to save ourselves from danger.
   c. sleeping black snake was a dangerous animal
   d. we have to be careful with the mousedeer
   Answer: B

5. "...mousedeer turned and run away in to the forest..." The underlined word means....
   a. Escape
   b. Approach
   c. Fight
   d. Battle
   Answer: A

6. What is the generic structure of " One day while the mousedeer ..."?
   a. re-orientation
   b. orientation
   c. evaluation
   d. resolution
   Answer: B

7. What is the general function of this text?
   a. to describe how mousedeer tricked the tiger

b. to explain how mousedeer tricked the tiger

c. to entertain or amuse the readers with the mousedeer's story

d. to tell how mousedeer tricked the tiger

Answer: C

8. What is the type of this text?

a. Procedure

b. Explanation

c. Recount

d. Narrative

Answer: D

9. Narrative writing tells a story to .... the reader.

a. Persuade

b. Entertain

c. Inform

d. Dismiss

Answer: B

10. What is the orientation of narrative text?

a. The end paragraph of the story.

b. The opening paragraph where the characters of the story are introduced.

c. The middle paragraph of the story.

d. The social function of the text.

Answer: B

POST-TEST

Directions:

1. Prepare your learning tools

2. Do the writing test

3. Read the instruction carefully

4. Answer it and write your answer on worksheet

Please choose the correct answer by clicking A, B, C, or D and fill in the blanks!

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped into the water.

The ant was in big trouble because she could not swim. Luckily, there was a dove nearby. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safety to a dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. The ant knew what he was about to do. She quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove quickly flew away to save her life.

1. What did the ant do to help the dove?
    a. It quickly bit the hunter's leg
    b. It threw the stone to the hunter
    c. It swam in the river
    d. It dropped the leaf into the river
       Answer: A
2. What is the moral of the story?
    a. Bad days give you experience
    b. Good days bring you happiness
    c. Never regret a day in your life
    d. One good deed deserves another
       Answer: D
3. How was the ant's problem solved?
    a. The hunter rescued him.
    b. The ant climbed out by himself.
    c. The dove brought a leaf to help the ant.
    d. The wind blew the ant.
       Answer: C
4. Where did the arrow go?
    a. To the Dove.
    b. To the Ant
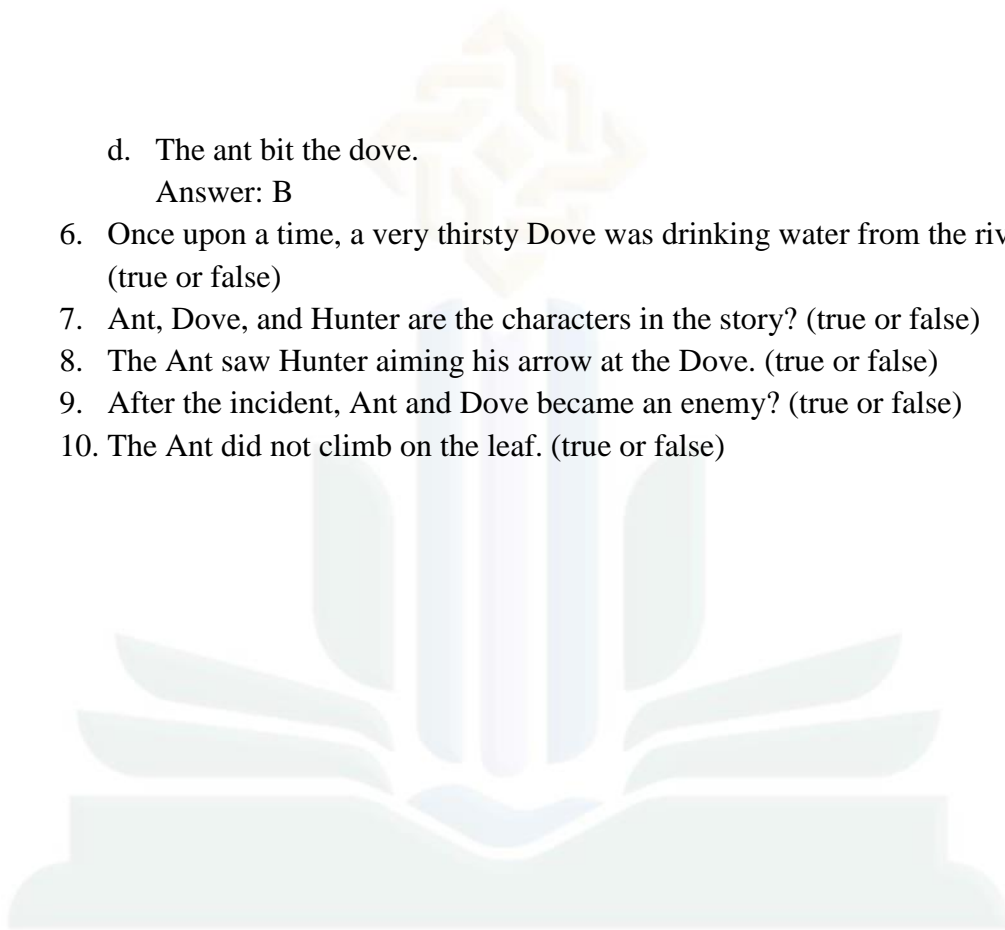   c. Missed the target.
    d. To the rock
       Answer: C
5. What was the ant's problem in the story?
    a. The ant wanted a cold drink of water.
    b. The ant fell into the water.
    c. The ant bit the hunter.

    d.   The ant bit the dove.

       Answer: B

6. Once upon a time, a very thirsty Dove was drinking water from the river. (true or false)
7. Ant, Dove, and Hunter are the characters in the story? (true or false)
8. The Ant saw Hunter aiming his arrow at the Dove. (true or false)
9. After the incident, Ant and Dove became an enemy? (true or false)
10. The Ant did not climb on the leaf. (true or false)

Appendix 4

KISI-KISI

Basic Competence	Topic	Indicator Competence	Instrument	Number
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya. 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.	Narrative Text	3.14.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya. 4.18.1 Mengidentifikasi ungkapan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.	Writing Test	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Appendix 5

OBSERVATION SHEET

No	Activity	Grade					Score	Range
		1	2	3	4	5		
1.	The students come on time to the class				√		4	70-80
2.	Students respond the greetings given by the teacher				√		4	70-80
3.	Students listen to the topic and learning objectives conveyed by the teacher				√		4	70-80
4.	Students answer the questions asked by the teacher			√			3	50-60
5.	Students read, analyze or discuss the examples of descriptive text that given by the teacher		√				2	30-40
6.	Students listen to the teacher's explanation carefully			√			3	50-60
7.	Students ask questions that do not understand		√				2	30-40
8.	Students do what is instructed by the teacher based on the allocated time			√			3	50-60
9.	Students and the teacher work together in correcting learning outcomes			√			3	50-60
10.	The students are interested and feel enthusiastic during the teaching learning process			√			3	50-60

Score Note:
1 = Very Bad
2 = Bad
3 = Average
4 = Good
5 = Very Good

Total Range Note:
86% - 100% = Very Good
76% - 85% = Good
60% - 75% = Average
55% - 59% = Bad
≤54% = Very Bad

The score of the observation as follows:

P: Nilai persen yang didapatkan

S: Skor mentah keseluruhan

N: Skor maksimum

100: Bilangan tetap (Purwanto, 2017: 102)

$$p = \frac{S}{N} \text{ X } 100\%$$

$$= \frac{31}{50} \text{ X } 100\%$$

$$= 62\%$$

However, the result of observation is the eighth grade students of Al-Ishlah Islamic junior high school had an average score which meant they did not participate more in the learning activity such as in the questions and answer session as they did not understand enough the reading text.

Appendix 6

INTERVIEW SHEET

Interview Questions

Siswa

1. Apakah menurut anda pelajaran bahasa inggris Menyenangkan?

2. Apakah cara mengajar guru anda dapat menarik minat anda untuk mempelajari bahasa inggris?

3. Apakah anda suka membaca buku bahasa inggris?

4. Apakah anda suka jika diberikan kebebasan untuk membaca teks reading yang kalian sukai?

5. Apakah fasilitas yang ada di kelas sudah layak/memadai sehingga dapat membantu memotivasi anda untuk mempelajari bahasa inggris?

6. Apakah anda dan teman-teman anda antusias saat guru mengajar menggunakan LCD/laptop?

7. Apakah teman sekelas mempengaruhi semangat belajar anda?

8. Berapa kali guru anda memberikan tugas praktek?

9. Dari kegiatan praktek reading dan speaking, yang mana yang sering dilaksanakan?

10. Apakah anda suka dengan kegiatan praktek kelas tersebut?

11. Apakah dengan kegiatan praktek membuat anda semakin semangat dalam belajar bahasa inggris?

12. Apakah anda memahami penuh teks yang diberikan guru?

13. Apakah anda suka jika guru memberikan kegiatan tambahan di tengah proses membaca?

14. Seberapa besar anda merasa belajar bahasa inggris itu menyenangkan dari 1-10?

15. Apakah pernah guru anda memberikan tugas selain tes tulis?

Guru

1. Apakah fasilitas yang ada di kelas sudah layak/memadai sehingga dapat membantu anda untuk mengajar bahasa inggris?

2. Manakah yang lebih sering anda gunakan untuk alat ajar, power point atau buku paket?

3. Ketika anda mengajar bahasa inggris, apakah siswa mengikuti pelajaran dengan antusias?

4. Apakah anda seringkali bertanya kepada siswa jika mereka merasa kesulitan?

5. Apakah siswa pernah merasa bosan saat pelajaran berlangsung?

6. Apakah anda pernah menerapkan ice breaking jika siswa merasa bosan ketika pelajaran?

7. Dalam pengajaran apakah anda pernah mengevaluasi dengan metode lain?

8. Apakah anda pernah menerapkan self-monitoring ketika anda mengajar?

9. Apa jenis teks bacaan bahasa inggris yang lebih disukai oleh siswa kelas VIII fiksi, cerita rakyat, atau cerita misteri?

10. Saat kelas membaca, apakah siswa hanya diberikan tes tulis?

11. Apakah siswa senang dengan kegiatan yang anda terapkan?

12. Apakah anda pernah meminta siswa untuk maju didepan kelas dan menyimpulkan teks cerita?

13. Menurut anda, apakah kegiatan tersebut bagus diterapkan ke kelas VIII?

14. Selain buku cerita bahasa inggris, apakah anda pernah memberikan materi pembelajaran berupa audio atau video?

15. Apakah anda pernah memberikan tugas kepada siswa melalui aplikasi belajar online?

Appendix 7

TEACHER VALIDATION SHEET OF READING TEST

Direction: For each question please give your response by giving score in a box presenting your choice

Criteria:

1: Very poor

2: Poor

3: Average

4: Good

No	Questions	Score	Comment
1	Do the direction and instruction of the test instrument clear enough?	4	
2	Do the time allocation quite effective?	4	
3	Do the indicators in the test instrument have covered generic structure that consist of aim or goal, list material needed and sequence of step measured?	4	
4	Do the indicators in the test instrument have covered all aspect of reading that consists of phonemic awareness, phonics, vocabulary, fluency, comprehension, and spelling?	4	
5	Is the topic appropriate?	4	

Jember, September 23th 2023

Validater,

Sumiati, S Pd

Appendix 8

LESSON PLAN

Informasi Umum
Penyusun   : Bahrul Ulum
Sekolah   : MTs. Al-Ishlah Jenggawah
Mata Pelajaran   : Bahasa Inggris
Tema   : Narrative Text
Kelas   : 8.B Experimental Class
Jam Pelajaran   : 2x45 Menit
Capaian Pembelajaran   : Reading

A. Kompetensi Inti
   KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
   KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung
   jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam
   berinteraksi secara efektif dengan lingkungan sosial dan alam dalam
   jangkauan pergaulan dan keberadaannya
   KI 3: Memahami pengetahuan (factual, konseptual, dan prosedural)
   berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi,
   seni, budaya terkait fenomena dan kejadian tampak mata
   KI 4: Mencoba, mengolah, dan mengkaji dalam ranah konkret
   (menggunakan, mengurai, merangkai, memodifikasi, dan membuat)
   dan ranah abstrak (menulis, membaca, menghitung, menggambar,
   dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber
   lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar
   3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan
        dari teks naratif berbentuk fabel, sesuai dengan konteks
        penggunaannya.
   4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel
        pendek dan sederhana penggunaannya.

C. Indikator Pencapaian Kompetensi
   3.14.1   Mendengarkan atau membaca ungkapan atau tutur kata
   yang digunakan untuk memahami fungsi sosial, struktur teks, dan
   unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan
   konteks penggunaannya.
   3.14.2   Menjelaskan unsur kebahasaan dari teks naratif berbentuk
   fabel, sesuai dengan konteks penggunaannya.
   3.14.3   Menjelaskan struktur teks dari teks naratif berbentuk fabel,
   sesuai dengan konteks penggunaannya.
   4.18.1   Mengidentifikasi ungkapan untuk memahami teks naratif
   lisan dan tulis, berbentuk fabel pendek dan sederhana
   penggunaannya.

D. Materi Pembelajaran
  1. Definition of Narrative Text
     Narrative text is a the type of text that tells a chronological story in the past tense. Narrative text menceritakan cerita imajinatif ataupun cerita nyata yang dimodifikasi, dan disusun melalui urutan kejadian yang terjadi di masa lalu.
  2. Purpose of Narrative Text
     The aim of narrative text is to entertain the readers through the amusing story.
  3. Kinds of Narrative Text
  4. Cerita khayalan (fairytales), misteri (mysteries), cerita seram (forror stories), sci-fi (science fiction), romansa (romance), dan masih banyak lagi.
  5. Generic Structure of Narrative Text
     a. Orientation
        Bagian pembuka dari sebuah cerita teks narasi. Bagian ini mengenalkan tokoh dalam cerita (characters) serta latar terjadinya cerita yang meliputi latar tempat, waktu, suasana, dan keadaan sosial (setting).
     b. Complication
        Bagian ini berisi permasalahan yang terjadi di dalam sebuah cerita. Complication terbagi lagi menjadi 3 bagian, yaitu:
        -Rising action: Masalah mulai muncul
        -Climax: Puncak permasalahan
        -Falling action: Tensi permasalahan mulai menurun, dan mulai menemukan titik penyelesaian.
     c. Resolution
        Bagian ini berisi penyelesaian atau akhir dari sebuah cerita teks narasi. Sebuah cerita bisa ditutup dengan akhir yang menyenangkan (happpy ending), akhir yang menyedihkan (sad ending), atau akhir yang menggantung (cliffhanger).
     d. Re-orientation
        Bagian ini biasanya berisi kesimpulan, pesan moral (moral value), atau perubahan watak tokoh di akhir cerita. Reorientation ini sifatnya opsional karena tidak harus selalu ada pada suatu teks naratif.
  6. Language Features of Narrative Text
     -Simple Past tense, Simple Past Continouos Tense
     -Kosa kata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh
     -Adverb of time: first, next, then, after that, before, finally, etc
     -Prepositional phrase: a long time ago, one day, in the morning, the next day, last.
  7. Kegiatan Pembelajaran

PERTEMUAN KE -1
Pendahuluan
1. Preparing students to take a part in the learning process such as

praying, attendance, and textbook.
2. Motivate students contextually in accordance with the benefits of learning about narrative text.
3. Conditioning students to be ready to take lesson by giving simple sentence and giving pre-test.
4. Explaining the learning objectives to be achieved and convey the scope of material and explanation of the activities

Kegiatan Inti
1. Guiding students to share their knowledge about the topic while explaining the material
2. Students choose one of the vocabulary list that shown by the teacher.
3. Teacher asks students to listen the story by standing and they allow to sit when the teacher tells the word they chose.
4. Students look up the vocabulary list
5. Students mention the meaning of words that shown.
6. Teacher explains the material about narrative text.
7. Teacher asks students to listen the story.
8. Teacher asks students to retell the short story by their own way.

Kegiatan Penutup
1. Give feedback and reflection during the learning process
2. End the class by reciting hamdalah

PERTEMUAN KE-2
Pendahuluan
1. Preparing students to take a part in the learning process such as praying, attendance, and textbook.
2. Motivate students contextually in accordance with the benefits of learning about personal invitation text.
3. Conditioning students to be ready to take lesson by asking questions about students' comprehension of narrative text that studied.

Kegiatan Inti
1. The teacher asks the students to read a narrative text.
2. The teacher asks the students to write down a checklist mark (√) next to every paragraph that they have clearly understood and a question mark (?) next to any paragraph that they have not really understood.
3. When the students have reached the end of the chunk of material, the teacher asks the students to retell what they have read in their own words.
4. The teacher asks the students to concentrate on the paragraph they have marked with a question mark (?) and to engage in any of the following fix-up strategies
5. Teacher asks the students to reread the difficult paragraph in an effort to make sense of it

6. Teacher asks the students to isolate the problem and look up vocabulary in the glossary or dictionary.
7. Teacher asks the students to look over other parts of the chapter such as the introduction, summary, chapter questions, pictures, or other graphics.
8. Teacher helps the students to understand the text.
9. Assign students to do a post-test on Kahoot
10. Review the post-test together.

Kegiatan Penutup

1. The teacher asks the students to draw conclusion about the material.
2. Give feedback and reflection during the learning process
3. End the class by reciting hamdalah

8. Metode Pembelajaran
   SMART Strategy

9. Penilaian
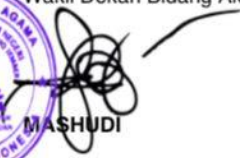   Scoring rubric of reading narrative text.

Aspect	Scale	Criteria	Description
Comprehension	20-17	Excellent	Student answered more than 80% of comprehension questions correctly. Student fully demonstrated comprehension of main idea from the reading.
	16-13	Good	Student answered at least 75% of comprehension questions correctly. Student comprehended main idea of the reading.
	12-9	Average	Student answered at least half of comprehension questions correctly. Student difficult to comprehend main idea of the reading.
	8-5	Poor	Student answered at least 35% of comprehension questions correctly. Student had difficulty understanding the main idea of the reading.
	4-1	Very Poor	Students did not complete assignment and or did not answer more than half of questions correctly.

Aspect	Scale	Criteria	Description
Fluency	20-17	Excellent	Student often read smoothly, attend to punctuation, and used expression.
	16-13	Good	Student sometimes read smoothly, attend to punctuation, and used expression.
	12-9	Average	Student occasionally read smoothly, attend to punctuation, and little expression used.
	8-5	Poor	Student struggled to read smoothly and no expression used.
	4-1	Very Poor	Student cannot read smoothly and skipped words.
Details	20-17	Excellent	Is able to identify details without help. Some details are included.
	16-13	Good	Is able to identify details with little help. Some details are included.
	12-9	Average	May have to ask more direct and questions to get the answer. Little to no details are included.
	8-5	Poor	Can recall detail with help more direct and straightforward questions were asked. Little to no details are included in answer.
	4-1	Very Poor	Unable to identify specific details. The answer might not make sense. Answer are incorrect.
Vocabulary	20-17	Excellent	Words can be read correctly, without prompting, and decode unfamiliar items.
	16-13	Good	Can read or decode words with little or no prompting.
	12-9	Average	Some words are recognized but prompting is more frequent.
	8-5	Poor	Direct help may be needed to elicit the correct word.

Aspect	Scale	Criteria	Description
	4-1	Very Poor	Unable to identify unfamiliar items, and refuses to read words.
Understanding	20-17	Excellent	Understanding is clear. Student rarely stopped to think what is happening in the text and generated questions or ideas.
	16-13	Good	Understanding is good. Student occasionally stopped to think what is happening in the text and generated questions or ideas.
	12-9	Average	Understanding is enough. Student sometimes stopped to think what is happening in the text and generated questions or ideas.
	8-5	Poor	Understanding is less. Student often stopped to think what is happening in the text and did not generate ideas.
	4-1	Very Poor	Understanding is not clear. Student stopped a while to think what is happening in the text and did not generate questions.

Appendix 9. Letter of Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id   Email: tarbiyah.iainjember@gmail.com

Nomor : B-3707/In.20/3.a/PP.009/09/2023
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs. Al-Ishlah Jenggawah
Dusun Krajan RT 18 RW 02

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   :   T20196186
Nama   :   BAHRUL ULUM
Semester   :   Semester sembilan
Program Studi   :   TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Effect of SMART (Self-Monitoring Approach Reading and Thinking) to Teaching Reading at Junior High School Students in The Academic Year 2023/2024." selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Muhammad Syafiie, S.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 21 September 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 10. Letter of Accomplishment

YAYASAN PENDIDIKAN AL-ISHLAH
MADRASAH TSANAWIYAH AL-ISHLAH JENGGAWAH
NSM : 121235090045   NPSN : 20581482
Jalan Mataram No. 7 RT. 18 RW. 02 Jenggawah Jember JawaTimur
Email:mts.alishlah.jenggawah@gmail.com Telp/Hp:082244018954

SURAT KETERANGAN PENELITIAN

NOMOR: 097/A.1/B/PP.AI/II/2023

Kepala Sekolah MTs Al-Ishlah Jenggawah, menerangkan dengan sebenarnya:

Nama	:	Bahrul Ulum
Nim	:	T20196186
Program Studi	:	Tadris Bahasa Inggris
Jenjang	:	S1
Perguruan Tinggi	:	UIN KIAI HAJI ACHMAD SIDDIQ JEMBER

Telah mengadakan penelitian di madrasah kami, dari tanggal 28 Oktober 2023 s/d 07 November 2023 dalam rangka penyusunan skripsi dengan judul :

The Effect of SMART (Self-Monitoring Approach Reading and Thinking) to Teaching Reading at Junior High School Students in The Academic Year 2023/2024.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Jenggawah, 07 November 2023
Kepala
MTs Al-Ishlah Jenggawah
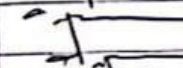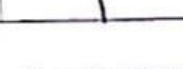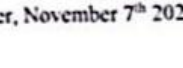
MUHAMMAD SYAFI'I, S.Pd

Appendix 11. Research Journal

RESEARCH JOURNAL.

No	Day/ Date	Research Activity	Signature
1.	October, 28th 2023	Submission of research permission letter to the headmaster of Al- Ishlah Islamic junior high school	
2.	October, 29th 2023	Class observation and interview with Mrs. Sumiati as the English teacher at Al-Ishlah Islamic junior high school	
3	October, 31th 2023	Lesson plan submission of experimental and control class to the English teacher	
4.	November, 1st 2023	Data try out of instrument test to the VIII A students	
5.	November, 2nd 2023	Giving pre-test to the students of VIII B as the experimental class	
6.	November, 2nd 2023	Giving pre-test to the students of VIII C as the control class	
7.	November, 4th 2023	Giving treatment to the students of VIII B as the experimental class	
8.	November, 5th 2023	Giving treatment to the students of VIII C as the control class	
9.	November, 6th 2023	Giving post-test to the students of VIII B and VIII C	
10.	November, 7th 2023	Final research and asking for final research completion letter	

Jember, November 7th 2023

Acknowledgment,

The Headmaster of MTs. Al- Ishlah

Researcher

Muhammad Syaji'i,S Pd

Bahrul Ulum

Appendix 12. Students' Achievement

Experimental Class (Pre-test)

No.	Initial	C	F	D	V	U	Total
1	ADA	12	12	12	10	12	58
2	AFRM	10	8	9	9	10	46
3	AJM	12	10	9	10	9	50
4	ARA	10	8	6	8	8	40
5	AM	6	8	7	8	6	35
6	AHR	10	10	8	7	9	44
7	AIM	10	10	6	8	6	40
8	AIZ	10	8	7	8	7	40
9	ASF	10	8	7	7	9	41
10	AM	10	9	8	8	10	45
11	BRA	10	12	9	8	7	46
12	DAA	8	10	9	7	12	46
13	MAYF	12	12	11	9	10	54
14	MAAP	10	8	7	7	8	40
15	MAS	10	8	9	9	9	45
16	MANR	10	8	7	8	7	40
17	MFAK	12	10	12	12	12	58
18	MFB	14	10	12	12	12	60
19	MAK	6	10	7	7	10	42
20	MAR	6	6	3	4	6	25
21	MFO	8	9	8	8	8	40
22	SUQ	8	10	8	8	5	37
23	TH	12	10	10	10	10	50
24	WTCF	8	8	9	9	7	40

Control Class (Pre-test)

No.	Initial	C	F	D	V	U	Total
1	AKHPA	14	12	12	12	10	60
2	AACP	10	9	10	8	8	45
3	AWNH	10	10	12	9	9	50
4	AAA	8	10	9	9	9	45
5	AR	10	8	8	7	7	40
6	BKH	12	8	8	8	9	45
7	FHA	10	7	9	9	7	42
8	MADK	6	4	4	5	6	25
9	MAJ	10	8	8	7	7	40
10	MAP	8	6	5	5	6	30
11	MAH	12	7	7	7	7	40
12	MDKVA	12	10	9	10	9	50
13	MFAF	10	7	8	8	9	40
14	MFR	8	6	9	8	7	40

No.	Initial	C	F	D	V	U	Total
15	MFAY	10	7	8	7	9	41
16	MHH	10	7	8	7	8	40
17	MIDD	8	7	6	8	8	37
18	MR	10	7	7	7	8	39
19	MRA	10	7	8	6	9	40
20	MRM	8	8	7	7	7	37
21	MRS	10	7	8	8	7	40
22	MSRR	12	9	9	8	10	48
23	OFR	12	10	8	10	10	50
24	TAK	8	7	10	9	7	41

Experimental Class (Post-test)

No.	Initial	C	F	D	V	U	Total
1	ADA	16	18	16	14	16	80
2	AFRM	16	15	15	15	14	75
3	AJM	18	16	14	16	16	80
4	ARA	16	10	14	15	15	75
5	AM	14	14	12	10	14	60
6	AHR	14	15	15	14	16	73
7	AIM	16	14	15	15	15	75
8	AIZ	16	16	15	17	16	80
9	ASF	14	14	12	15	15	70
10	AM	14	10	12	12	12	60
11	BRA	16	14	15	15	15	75
12	DAA	16	16	14	15	14	75
13	MAYF	18	16	16	17	18	85
14	MAAP	16	12	12	14	14	68
15	MAS	16	16	15	17	16	80
16	MANR	16	15	14	15	15	75
17	MFAK	20	16	18	20	18	92
18	MFB	20	18	18	20	19	95
19	MAK	18	16	15	16	16	81
20	MAR	14	12	14	12	13	65
21	MFO	18	15	15	16	16	80
22	SUQ	14	15	14	13	14	70
23	TH	18	15	15	16	16	80
24	WTCF	18	15	15	16	15	80

Control Class (Post-test)

No.	Initial	C	F	D	V	U	Total
1	AKHPA	12	14	14	10	10	60
2	AACP	12	15	14	10	10	61
3	AWNH	10	10	8	10	12	50
4	AAA	10	12	10	8	10	50
5	AR	14	10	12	10	14	60
6	BKH	14	8	10	12	14	58
7	FHA	12	13	10	8	12	55
8	MADK	8	10	8	6	10	42
9	MAJ	14	10	12	12	14	60
10	MAP	12	8	10	13	13	56
11	MAH	14	11	10	12	13	60
12	MDKVA	14	12	13	13	13	65
13	MFAF	12	10	10	10	14	56
14	MFR	10	10	12	8	10	50
15	MFAY	12	10	8	12	12	54
16	MHH	10	11	12	10	12	55
17	MIDD	12	10	10	12	12	56
18	MR	12	10	10	12	11	55
19	MRA	14	12	12	10	12	60
20	MRM	12	10	13	12	10	57
21	MRS	14	12	12	12	10	60
22	MSRR	14	14	12	14	16	70
23	OFR	18	14	14	15	14	75
24	TAK	12	8	10	10	10	50

Appendix 13

CURRICULUM VITAE

Name	: Bahrul Ulum	
NIM	: T20196186	
Place/date of Birth	: Lamongan, October 28th, 1999	
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Faculty	: Tarbiyah and Teacher Training	
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Email Address	: poetradjember@gmail.com	

Educational Background

a. TK Aisyiyah Bustanul Athfal Dadapan   (Graduated in 2006)

b. MI Muhammadiyah 04 Dadapan   (Graduated in 2012)

c. MTs. Al-Ishlah Jenggawah   (Graduated in 2015)

d. MA. Al-Ishlah Jenggawah   (Graduated in 2018)