

SMART Strategy to Enhance Student's Reading Comprehension

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Abstract

SMART Strategy is one of strategy in reading comprehension skills. The goals of the research were to investigate the effect of using the SMART Strategy on the reading comprehension skills of tenth-grade students at SMA Swasta Bina Putra during the even semester of the 2023–2024 academic year in East Sepatan, Tangerang Regency. The study employed a cluster random sampling method. The researcher conducted a pre-experimental design in the form of two groups of pre-test and post-test design with a quantitative approach. The pre-test was conducted to determine the student's reading comprehension skill score before the treatment given and the post-test was conducted. The data analysis showed that the students' reading comprehension scores by using the SMART Strategy were better than those of the control class where the class was not taught. The analysis indicated that the mean post-test score of the experimental class was higher than the pre-test score, suggesting that the SMART Strategy had a significant positive effect after the treatment. The t-test results further supported the conclusion that there was a significant effect of using the SMART Strategy on students' reading comprehension skills.

Kata kunci: Experiment class, reading comprehension, SMART strategy

1 INTRODUCTION

Learning English increases the student's chance of getting a job, and good educational opportunities, and improves their networking skill. Nowadays, work life is more developed and advanced in extending its scope to cross country and the role of English is increasingly needed. So, everyone needs to learn English well to have a comfortable life and to be ready to deal with the globalization era right now. There are several obstacles in learning English such as pronunciation, vocabulary and grammar which are always obstacles in learning English at this time. Based on prior observations, there are also numerous challenges that students face when developing reading comprehension (Iryani, Dwi, & Kusumajati, 2022).

Students' problem in reading is not merely connected with their skill in learning English but also the other factors. A reason tells that they do not understand to read because they have lack of motivation and confidence, and they only want to read interesting reading and read quietly in front of the class and others. Low self-confidence in reading comprehension can contribute to the fear of reading in front of the class. When the writer taught in field experience in SMA Swasta Bina Putra, some students had problems with reading comprehension skills. Some students have low self-confidence to read English text for their reading comprehension skills. Low self-confidence in reading comprehension skills the fear of reading in front of the class and the fear of making mistakes in pronunciation and may doubt their pronunciations, comprehension, or fluency, leading to anxiety. They are not brave to read English and they are afraid to make mistakes. In reading skills, they need bravery and confidence to achieve their goals and success in reading comprehension skills (Pudjiati, 2023). They may feel pressure to meet perceived expectations from their peers or teachers. Fear of not being able to meet these expectations can cause anxiety in reading aloud because of their accent. Students from different cultural backgrounds may fear being

judged for their accents or language proficiency. This fear may be rooted in concerns about not conforming to linguistic norms.

However, in fact students are still weak in reading. In addition, the students are difficult to understand in reading comprehension. SMART strategy is one of the effective reading strategies designed to help individuals enhance their reading comprehension and retention. SMART Approach is focused on self-a monitoring approach for reading and thinking. According to Vaughn and Estes the SMART strategy is one strategy that triggers students to think about how their reading is proceeding (Syafi'i, 2015).

According to Celce and Murcia stated that Reading as an interactive, socio cognitive process, involving a text, a reader, and a social context. In reading, "an individual constructs meaning through a transaction with written text. The transaction involves the reader's interpreting that influenced by the reader's past experiences, language background, and cultural framework. (Celce & Murcia, 2001)

SMART strategy can apply to reading comprehension to involve creating specific goals tailored to the needs of the reader, incorporating measurable indicators of progress, ensuring the goals are realistic and relevant, and setting a timeframe to achieve them. It can be used by educators, students, or individuals looking to enhance their reading comprehension skills in a targeted and effective manner.

Learning reading is vital for providing life chances for transformation nature. Reading is indeed vital for furnishing life chances and transubstantiating bone's nature. It opens avenues for literacy, understanding different perspectives, and expanding one's knowledge base. Through reading, individualities can gain perceptivity into colorful subjects, societies, and gestures, which can broaden their horizons and empower them to navigate through life more effectively.

One of the most popular types of reading assessment tasks is the cloze procedure. The word cloze was coined by educational psychologists to capture the Gestalt psychological concept of "closure," that is, the ability to fill in gaps in an incomplete image (visual; auditory, or cognitive) and supply (from background schemata) omitted details.

SMART approach empowers readers to take control of their reading process, become more self-aware and reflective, and develop effective strategies for comprehending and analyzing texts across various genres and disciplines.

Underwood says, "Self - Monitoring Approach to Reading and Thinking (SMART) consists of two attributes of good/skilled reader; Firstly, they pay attention to how well they understand what they read. If there are gaps in comprehension, they do something about it, for example by reading section of the text; secondly, they ask questions about the text as they read. If there are parts of the text they do not fully understand, they take that as a problem to be solved than simply their lack of comprehension (Agustiani, 2021)

SMART (Self- Monitoring Approach to Reading and Thinking) is a reading appreciation that emphasizes active engagement and metacognitive mindfulness while reading. It encourages compendiums to cover their appreciation, identify when they're having difficulty understanding the textbook, and employ specific strategies to enhance understanding.

Buehl claims that SMART strategy is one strategy that triggers students to think about how their reading is proceeding. SMART is based on the premise that successful reading begins with recognizing what is understood and not understood in a passage (Buehl, 2001). The SMART strategy involves metacognitive processes, where readers not only read the text but also reflect on their comprehension and adjust as needed.

The key elements of SMART Strategy are firstly, setting purpose, before reading, SMART encourages readers to set a purpose for reading. This involves understanding why they are reading a particular text and what they hope to gain from it. Setting a purpose helps focus attention and promotes active engagement with the material. Secondly, Previewing the text, SMART emphasizes the importance of previewing the text before diving into a detailed reading. Previewing involves scanning headings, subheadings, illustrations, and any other features that provide an overview of the content. This step helps activate prior knowledge and establish a framework for understanding. Thirdly, Self-

Questioning, Throughout the reading process, readers using the SMART strategy ask themselves questions about the content. These questions may focus on the main idea, supporting details, the author's purpose, and other relevant aspects. Self-questioning promotes active thinking and helps readers stay connected to the material. Fourthly, Clarity Understanding, If readers encounter difficulties or confusion while reading, SMART encourages them to take proactive steps to clarify their understanding. This may involve rereading sections, consulting external resources, or seeking additional information to resolve comprehension challenges. Fifthly, Monitoring Comprehension, A central element of SMART is continuous monitoring of comprehension. Readers assess their understanding as they progress through the text, identifying any areas of confusion or gaps in knowledge. Sixthly, Adjusting Reading Strategies, based on their ongoing assessment of comprehension, readers using the SMART strategy are prepared to adjust their reading strategies. This may involve slowing down to reread, using context clues, or employing other strategies to enhance understanding. Seventhly, Reflecting Learning, After completing the reading, SMART encourages readers to reflect on what they have learned. This involves summarizing key points, making connections to prior knowledge, and considering how the information fits into a broader context. The last, Goal Setting, SMART involves setting goals for reading improvement. Readers identify specific areas for enhancement, such as increasing reading speed, improving vocabulary, or strengthening comprehension of complex texts. Reviewing and adjusting regularly based on progress and changing needs can help to stay on track and adapt to any challenges that arise during the reading process.

SMART Strategy offers a valuable framework for enhancing reading comprehension through active engagement and metacognitive awareness. By encouraging readers to monitor their comprehension, ask questions, clarify uncertainties, summarize key points, make predictions, and reflect on their understanding, SMART empowers learners to take control of their reading process and develop essential skills for comprehending and analyzing texts effectively. Overall, the SMART approach offers several benefits for reading comprehension, including active engagement, metacognitive awareness, improved comprehension, critical thinking skills, independence, and transferability. By incorporating SMART strategies into their reading practices, students can become more confident, effective, and lifelong readers.

2 RESEARCH METHODS

In this research, the writer used quasi-experimental research, in the quasi-experimental research the writer does the research by observing students improving in reading comprehension by using experimental research. The researcher used pre-test and post-test only equivalent group design, which could be described as follows:

Table 1. The Research Design

Class Pre - Test	Pre-Test	Treatment	Post Test
R1 (experimental)	01a	X1 X2	01a
R2 (controlled)	02b	C	02b

In this study, the researcher conducted a pre-experimental design in the form of two groups of pretest and post-test design with a quantitative approach. In this study, the writer will be used an Experimental Research Design. The writer uses this design because in this design there is a control group, and it is the simplest form of research design; it is suitable for the researcher who has very limited time to do the research. In experimental class that was taught by using SMART (Self-Monitoring Approach to Reading and Thinking) is significantly different from the control class that was taught by using Small Group Discussion.

In this research, the writer took 60 students as a sample. The sampling technique used saturated sampling. The sample of the research took from two classes of the tenth grade and the number of the sample consists of 60 students. The first class, 30 students became the experimental class and the second class, 30 students became the control class. In experimental class was taught by using SMART Strategy and the control class was not given the treatment.

Table 2. The sample of the research

No	Class	Number of students	Numbers of Sample	Note
1	X MIPA 1	30	30 students	Experimental Class
2	X MIPA 2	30	30 students	Control Class
Total		60	60 students	

In this research the researcher used purposive sampling technique. The sample was one class from the first-year students of X MIPA 1 which consisted of 30 students. The researcher chooses this class because the students had low skill in comprehending the reading text.

In collecting the data, the researcher used multiple choices question that consisted of 30 questions from a given reading text in pre-test and post-test. The pre-test was given to find the initial ability before presenting SMART Strategy and the post-test was given to find out the result of the students' reading comprehension.

To collect the data, the researcher followed the procedures as follows:

1. Pre-test. The pre-test was given to the students about their reading comprehension before teaching by implanting the SMART Strategy.
2. Treatment. The treatment was carried out for four meetings by implementing the 7 smart reading strategy in teaching reading comprehension. Each meeting took 90 minutes.
3. Post-test. After given treatment the researcher provided post-test to find out the students' result after given treatment.

3 RESULT AND DISCUSSION

This chapter particularly presented the findings and discussions. The finding presents the result of the students' score in both pre – test and post – test. While the discussion presents the result of the findings.

To get the data, the researcher gave the same test to both the classes. The tests are pre-test and post-test. The pre-test was given before giving the treatment in the first meeting and the post-test was given after finishing treatment at the last meeting. The researcher used a performance test that had been validated. Analysis of validity in this research was done to know whether the instrument was valid or not.

After giving pre-tests and post-tests in experimental and controlled classes, the researcher analyzed the results to get the students' scores. The result of the test was called data and it would be processed by using statistical calculation in interpreting the data. In analyzing the data, the researcher used the gained scores of students. It was obtained by looking for differences between the post-test and pre-test scores of each class.

3.1 Experimental Class

After analyzing this result, it can be stated that there is no significant improvement in their reading comprehension skills. Based on the calculation of statistics, it was obtained that the score range was 37, the number of classes was 6, the interval length was 6, the mean was 22.4, and the average score indicates the gained scores. If the average score is high,

it means that the student's reading comprehension skills is improved well because they can improve their score significantly. Deviation standard is 9.50 And the variant is 90.25 from 30 students. The deviation standard and variant are related to the average score. When the average score is high, the deviation standard and variance are high too.

This research 6 students got scores in score range of 70–73, 6 students got scores in score range 74–77, and 4 students who got scores in the score range of 78–81. It means that the students who get scores 82–85 are 5 students. That frequency is at the midpoint because it is the highest frequency in the experiment class. 5 students that got score in score range of 86–89, and 2 student got score in score range of 90–93.

3.2 Control Class

The researcher gave the pre-test and post-test. The pre-test was conducted to determine the student's reading comprehension skills score before the treatment given and the post-test was conducted to determine the student's reading comprehension score after the treatment given. Based on the gained score of the pre-test and post-test scores, the writer got the data. From the writer's data, it was found that the lowest gained score in the control class was 30 and the highest gained score was 93. It was found that the lowest gained score on the post-test was 70 and the highest score was 93. The lowest score different score in the control class was 7 and the highest different score was 30. After the calculation of basic statistics, it was obtained that the score range was 23, the number of classes was 6, the length of classes was 4, the mean was 18.7, the standard deviation was 6, and the variance was 34.61.

The data distribution of the control class can be depicted in the form of a frequency table as follows Pre-test and post-test should be compared and the result of the comparison could be seen in the appendix. It was known that the maximum score was 30 and the minimum score was 7. Based on the calculation of statistics, it was obtained that the score range was 23, the number of classes was 6, the interval length was 4, the mean was 18.7, the standard deviation was 6, and the standard variance was 34,61.

3.3 Hypothesis Test

In this research, the writer used the T-test formula to find out the effect of SMART Strategy on students' reading comprehension skills. The average score of the experimental class was 22.4, whereas the control class was 18.7, with the homogenous variance of the variance of sample in the experimental class being 98,14 and the variance of the sample in the control class was 34,96 and the sample of students in each class was 30.

Based on the result of the calculation of data analysis by using T-test, it could be acquired that the t_{count} was 17.89 and the significant level ($\alpha = 0,05$) and degree of freedom is 58, by using one-tail testing, and through interpolation, it could be acquired that the t_{table} was 2.02. It shows that the t_{count} was higher than t_{table} . It means that H_0 is rejected and H_a is accepted. In other words, there is a significant effect of using the SMART Strategy on student's reading comprehension skill.

4. CONCLUSION

After doing the research the researcher got result and made some conclusion. This strategy was successful in improving the students' reading comprehension. The implementation of SMART Strategy provided the students' opportunities to answer the questions, to dramatize and style of recitation materials given during the teaching and learning process of reading comprehension. It recommended that the teacher could use this strategy in their reading comprehension subject since the students are happy in doing their tasks and comprehend the text well.

The result of the data analysis showed that the mean score of the students post-test was higher than the pre-test (22,4>18,7). There was a significant difference between the result of pre-test and post-test which indicates that the using of SMART Strategy in teaching reading helps the students to improve their reading comprehension.

Based on the result of the research, teaching reading by SMART Strategy in an experiment class had a good result and gave the highest effect on student reading comprehension skills, but on a controlled class where the class was not taught by using the SMART Strategy, it also got the good result but not high effect on students' scores in reading comprehension. Based on the result data analysis, SMART Strategy is more effective in helping the students' reading comprehension skills. SMART Strategy helps the students to build positive communication among students in the learning process. It was proved that the students' reading comprehension scores by using SMART Strategy were better. It means that the use of the SMART Strategy in teaching reading comprehension skills was successful. It can be concluded that by using the SMART strategy can improve student's reading comprehension skills. They read well after they have been taught by using SMART Strategy.

After seeing above the positive of the research, the researcher suggests some suggestions as follows: The researcher suggested for the English teacher to use the SMART Strategy in teaching reading comprehension because it is effective to develop the students' reading comprehension and also to make the students more active in to learn in the classroom. In other to make the learning process effectively it is wise to apply appropriate learning strategy. Finally the researcher suggested to other researcher to explore more about reading comprehension by using SMART Strategy.

SMART Strategy emphasizes the active involvement of readers in monitoring their own comprehension while reading. By incorporating these rudiments into their reading practices, compendiums can develop lesser autonomy and proficiency in comprehending a wide range of textbooks. SMART strategy fosters active engagement, critical thinking, and metacognitive chops that are essential for effective reading and literacy.

5. REFERENCES

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