THE EFFECTIVENESS OF SELF-MONITORING APPROACH TO READING AND THINKING (SMART) TO TEACH READING VIEWED FROM STUDENTS’ SELF-ESTEEM

(An Experimental Study at the Eleventh Grade Students of SMAN 1 Pulung, Ponorogo in the 2012/2013 Academic Year)

RULIQ SURYANINGSIH
NIM. S891108094

Submitted to Graduate School of Sebelas Maret University
as a Partial Fulfillment to Obtain Graduate Degree in English Education

ENGELSH EDUCATION DEPARTMENT
GRADUATE SCHOOL
SEBELAS MARET UNIVERSITY
SURAKARTA
2013
APPROVAL

THE EFFECTIVENESS OF SELF-MONITORING APPROACH TO READING AND THINKING (SMART) TO TEACH READING VIEWED FROM STUDENTS' SELF-ESTEEM

(An Experimental Study at the Eleventh Grade Students of SMAN 1 Pulung Ponorogo in the 2012/2013 Academic Year)

By:

Ruliq Suryaningsih
NIM. S891108094

This thesis has been approved by Consultants of English Education of Graduate school of Sebelas Maret University

Surakarta, July 2013

Consultant I

Prof. Dr. Joko Nurkamto, M.Pd
NIP. 196101241987021001

Consultant II

Dr. Abdul Asib, M.Pd.
NIP. 195203071980031005

Approved By

The Head of English Language Education Department of Graduate school of Sebelas Maret University

Dr. Abdul Asib, M.Pd.
NIP. 195203071980031005
LEGITIMATION FROM THE BOARD OF EXAMINERS

THE EFFECTIVENESS OF SELF-MONITORING APPROACH TO READING AND THINKING (SMART) TO TEACH READING VIEWED FROM STUDENTS’ SELF-ESTEEM
(An Experimental Study at the Eleventh Grade Students of SMAN 1 Pulung Ponorogo in the 2012/2013 Academic Year)

By
RULIQ SURYANINGSIH
(S891108094)

This thesis has been examined by the Board of Thesis Examiners of English Education Department of Graduate School of Sebelas Maret University on August 2nd, 2013.

The Board of Thesis Examiners:

Chairperson   Dra. Dewi Rochsantiningsih, M.Ed., Ph.D
              NIP. 196009181987022001

Secretary      Dr. Ngadiso, M.Pd
              NIP. 196212311988031009

Examiners 1.  Prof. Dr. Joko Nurkamoto, M.Pd
              NIP. 196101241987021001

2. Dr. Abdul Asib, M.Pd
    NIP. 195203071980031005

The Director of Graduate School of Sebelas Maret University,

Prof. Dr. Ir. Ahmad Yunus, M.S
NIP. 19610717 198601 1 001

The Head of English Language Education Department of Graduate School of Sebelas Maret University,

Dr. Abdul Asib, M.Pd
NIP. 19520307 198003 1 005
ABSTRACT

Ruliq Suryaningsih, S891108094. The Effectiveness of Self-Monitoring Approach to Reading and Thinking (SMART) to Teach Reading Viewed from Students’ Self-Esteem: An Experimental Study at the Eleventh Grade Students of SMAN 1 Pulung Ponorogo in the 2012/2013 Academic Year. First Consultant: Prof. Dr. Joko Nurkamto, M.Pd. and Second Consultant: Dr. Abdul Asib, M.Pd. Thesis. Surakarta. English Education Departement of Graduate School of Sebelas Maret University Surakarta. 2013.

This research aims at finding out whether: (1) SMART is more effective than Direct Instruction to teach reading at the eleventh grade students of SMAN 1 Pulung Ponorogo in the 2012/2013 academic year; (2) the students having high self-esteem have better reading skill than those having low self-esteem at the eleventh grade students of SMAN 1 Pulung Ponorogo in the 2012/2013 academic year; and (3) there is an interaction between teaching methods and students’ self-esteem in teaching reading at the eleventh grade students of SMAN 1 Pulung Ponorogo in the 2012/2013 academic year.

The method applied in this research was experimental study that was conducted at the eleventh grade students of SMAN 1 Pulung, Ponorogo. The population of the research is the eleventh grade students. The samples taken through a cluster random sampling were two classes. Each class was classify into two groups (the students having high and low self-esteem). The techniques to collect the data were a questionnaire to obtain the data of the students’ self-esteem and multiple choice tests to obtain the data of students’ reading skill. The two instruments were tried out to obtain the valid and reliable items. The data were analyzed by using multifactor analysis of ANOVA 2 x 2 and Tukey test. Before conducting the ANOVA test, normality and homogeneity were conducted.

The results of the analysis show that: (1) SMART is more effective than Direct Instruction to teach reading; (2) the students having high self-esteem have better reading skill than those having low self-esteem, and (3) there is no interaction between the teaching methods and the students’ self-esteem in teaching reading. It means the effect of teaching methods on the students’ reading skill does not depend on the students’ self-esteem.

Based on the findings, it can be concluded that SMART is an effective method to teach reading for both students having high and low self-esteem at the eleventh grade students of SMAN 1 Pulung, Ponorogo in the 2012/2013 academic year. Therefore, it is recommended that: (1) it is better for the teacher to apply SMART in teaching reading to improve the students’ reading skill; (2) the students must be aware of the importance of active involvement in teaching learning process, and (3) the other researchers who would like to conduct a research of the same kind with different sample and different attributive variables, this result of the study can be used as reference.

Keywords : experimental study, reading skill, Self-Monitoring Approach to Reading and Thinking (SMART), Direct Instruction method, self-esteem
PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled "The Effectiveness of Self-Monitoring Approach to Reading and Thinking (SMART) to Teach Reading Viewed from Students' Self-Esteem (An Experimental Study at the Eleventh Grade Students of SMAN 1 Pulung Ponorogo in the 2012/2013 Academic Year)". It is not a plagiarism or made by others. Anything related to others' work is written in quotation, the source of which is listed on the bibliography.

If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, August 2013

Ruliq Suryaningsih
NIM: SS891108094
ACKNOWLEDGEMENT

All praise to Allah, the Almighty and the most Merciful, for His blessing that the writer can accomplish this thesis as a partial fulfillment of the requirement for getting the graduate degree of Education in English. This thesis cannot be separated from other people’s help and guidance. It is a big pleasure to acknowledge the generosity of the following persons for their support, encouragement, advice and guidance. Therefore, the writer would like to express her gratitude to:

1. The Director of Graduate School of Sebelas Maret University for the permission to write this thesis.
2. Dr. Abdul Asib, M.Pd as the Head of the English Education Department of Graduate School of Sebelas Maret University for providing the facilities to complete the thesis writing.
3. Prof Dr. Joko Nurkamto, M.Pd for being her first consultant for his guidance and suggestion to the researcher in writing this thesis.
4. Dr. Abdul Asib, M.Pd for being second consultant for his guidance, patience, suggestion and correction to the researcher to the perfection of this thesis.
5. The Headmaster of SMAN 1 Pulung Ponorogo for his permission to the writer to conduct the research.
6. All of the eleventh grade students of SMAN 1 Pulung Ponorogo in the 2012/2013 academic year, especially for class 11 A1 and 11 A2, for their help and cooperation during the research.

The writer expects that this thesis will be useful for the readers and can bring contribution to the development of English Education. Therefore, the writer accepts the correction and suggestion to improve the quality of this thesis.

Surakarta, August 2013

commit to user

RSN
MOTTO

"To accomplish great things, we must not only act, but also dream; not only plan, but also believe."

(Anatole France)
DEDICATION

This thesis is fully dedicated to My beloved Mom and Dad, thank you for your endless love and support. All I want to do is to make you proud of me.
TABLE OF CONTENT

TITLE .................................................................................... i
APPROVAL ............................................................................. ii
LEGITIMATION ..................................................................... iii
ABSTRACT ........................................................................... iv
PRONOUNCEMENT .................................................................. v
ACKNOWLEDGEMENT ............................................................. vi
MOTTO .................................................................................. vii
DEDICATION ........................................................................ viii
TABLE OF CONTENT ............................................................. ix
LIST OF TABLES ........................................................................ xii
LIST OF FIGURES ....................................................................... xiii
LIST OF APPENDICES ............................................................. xiv

CHAPTER I INTRODUCTION
  A. Background of Study ....................................................... 1
  B. Problem Identification .................................................... 6
  C. Problem Limitation ....................................................... 7
  D. Problem Statement ....................................................... 7
  E. Objective of the Study ................................................... 7
  F. Benefit of the Study ...................................................... 8

CHAPTER II LITERATURE REVIEW
  A. Theoretical Review .......................................................... 10
    1. Reading ........................................................................ 10
       a. Definition of Reading ............................................. 10
       b. Skills for Reading ................................................. 12
       c. Reading Strategies ............................................... 16
       d. Difficulties in Reading ......................................... 18
2. Method of Teaching Reading ............................................. 21
   a. SMART Method ..................................................... 21
      1) Definition of SMART Method ......................... 21
      2) Procedures of SMART Method ....................... 22
      3) The Teacher’s Role ......................................... 25
      3) The Advantages of SMART Method ................ 27
   b. Direct Instructional Method .................................... 28
      1) Definition of Direct Instructional Method ........ 28
      2) The Principles of Direct Instructional Method ... 30
      3) The Steps of Direct Instructional Method .......... 30
      4) The Advantages and Disadvantages of Direct Instructional Method ........................................... 32
3. Teaching Reading using SMART compared to Direct Instruction ............................................. 33
   a. General Differences between SMART and Direct Instruction .................................................. 33
   b. The Using of SMART and Direct Instruction in teaching reading ........................................... 34
4. Students’ Self-Esteem ...................................................... 35
   a. Definition of Self-Esteem ...................................... 35
   b. The Components of Self-esteem .............................. 37
   c. Characteristics of Students Having High and Low Self-Esteem ............................................... 41
   d. Strategies for Increasing Self-Esteem ........................ 43
B. Review of relevant studies ........................................... 44
C. Rationale ........................................................................ 50
1. The Differences between SMART Method and Direct Instruction method ........................................ 50
2. The Difference between the Students Who Have High
Self-Esteem and the Students Who Have Low Self-Esteem ................................................................. 51

3. Interaction between teaching methods and students’ Self-esteem ........................................................................... 52

D. Hypothesis ........................................................................................................................................... 53

CHAPTER III RESEARCH METHOD
A. Context of the Study .............................................................................................................................. 55
   1. Place and Time of the Research ................................................................................................. 55
   2. Research Design ......................................................................................................................... 55
   2. Profile of the Reading Class ..................................................................................................... 57
B. Population, Sample, and Sampling ................................................................................................. 58
C. Technique of Collecting the Data .................................................................................................... 59
D. Technique of Analyzing the Data ..................................................................................................... 65
E. Statistical Hypothesis ..................................................................................................................... 71

CHAPTER IV THE RESULT OF THE STUDY
A. The Implementation of the Research ............................................................................................... 73
B. The Description of Study ................................................................................................................ 75
C. Normality and Homogeneity ........................................................................................................... 83
   1. Normality test .............................................................................................................................. 84
   2. Homogeneity Test ......................................................................................................................... 86
D. Hypothesis testing ............................................................................................................................ 87
   1. Summary of the Mean Score ...................................................................................................... 87
   2. Summary of ANOVA ................................................................................................................... 87
E. Discussion of result of the study ..................................................................................................... 90

commit to user

xi
CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion ................................................................................................................. 96

B. Implication and Suggestion ....................................................................................... 97

BIBLIOGRAPHY ............................................................................................................... 101

APPENDICES .................................................................................................................. 106
LIST OF TABLES

Table 2.1 General Differences between SMART and DI ............................................. 34
Table 3.2 Comparison between SMART and DI ............................................................ 34
Table 3.1 Time schedule of the research ...................................................................... 55
Table 3.2 Factorial Design 2x2 .................................................................................... 57
Table 3.3 The Score of Self-Esteem Questionnaire ....................................................... 60
Table 3.4 Blueprint of Self-Esteem Questionnaire ......................................................... 61
Table 3.5 Blueprint of Reading Test .............................................................................. 63
Table 3.6 The Design of Multifactor Analysis of variance ............................................ 66
Table 3.7 Summary of 2 x2 Multifactor Analysis of Variance ....................................... 68
Table 4.1 Summary of the Implementation of the Research ......................................... 73
Table 4.2 The Frequency Distribution of the Data A_1 ................................................... 76
Table 4.3 The Frequency Distribution of the Data A_2 ................................................... 77
Table 4.4 The Frequency Distribution of the Data B_1 ................................................... 78
Table 4.5 The Frequency Distribution of the Data B_2 ................................................... 79
Table 4.6 The Frequency Distribution of the Data A_1B_1 ............................................ 80
Table 4.7 The Frequency Distribution of the Data A_2B_1 ............................................ 81
Table 4.8 The Frequency Distribution of the Data A_1B_2 ............................................ 82
Table 4.9 The Frequency Distribution of the Data A_2B_2 ............................................ 83
Table 4.10 The Normality Test .................................................................................... 86
Table 4.11 The Homogeneity Test .............................................................................. 86
Table 4.12 The Summary of the Mean Scores ............................................................... 87
Table 4.13 The Summary of Multifactor Analysis of Variance ...................................... 87
LIST OF FIGURES

Figure 4.1. The Histogram and Polygon of the Data $A_1$ ......................... 76
Figure 4.2. The Histogram and Polygon of the Data $A_2$ ......................... 77
Figure 4.3. The Histogram and Polygon of the Data $B_1$ ......................... 78
Figure 4.4. The Histogram and Polygon of the Data $B_2$ ......................... 79
Figure 4.5. The Histogram and Polygon of the Data $A_1B_1$ .................... 80
Figure 4.6. The Histogram and Polygon of the Data $A_2B_1$ .................... 81
Figure 4.7. The Histogram and Polygon of the Data $A_1B_2$ .................... 82
Figure 4.8. The Histogram and Polygon of the Data $A_2B_2$ .................... 83
LIST OF APPENDICES

Appendix 1. Lesson Plan of Experimental Class .................................................. 106
Appendix 2. Lesson Plan of Control Class ............................................................ 185
Appendix 3. Blue Print of Reading Test (Before Tryout) ..................................... 263
Appendix 4. Instrument of Reading Test ............................................................ 264
Appendix 5. The Validity of Reading Test ............................................................ 283
Appendix 6. The Reliability of Reading Test ........................................................ 290
Appendix 7. Blue Print of Reading Test of Valid and Reliable items ................. 297
Appendix 8. Instrument of Reading Test of Valid and Reliable items ............... 298
Appendix 9. Blue Print of Self-esteem Questionnaire (Before Tryout) .......... 314
Appendix 10. Instrument of Self-esteem Questionnaire .................................... 315
Appendix 11. The Validity of Self-esteem ............................................................ 318
Appendix 12. The Reliability of Self-esteem ....................................................... 331
Appendix 13. Blue Print of Self-esteem of Valid and Reliable items ............... 343
Appendix 15. The Score of Students' Self-esteem Questionnaire ...................... 347
Appendix 16. The Score of Students' Reading Test .......................................... 353
Appendix 17. Descriptive Analysis of the Data ..................................................... 361
Appendix 18. Normality ..................................................................................... 381
Appendix 19. Data Homogeneity ........................................................................ 389
Appendix 20. Multifactor Analysis of Variance .................................................. 391