

THE EFFECTIVNESS OF USING SELF MONITORING AS READING STRATEGIES TOWARD STUDENTS READING COMPREHENSION ACHIEVEMENT

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ABSTRACT

The purpose of reading will be achieved not only when the reader understands the reading text but also when the reader knows which skills and strategies correspond to the type of text, and understands how to apply them to achieve the purpose of reading. Reading which one of the four are language skills can be classified into two types, initial reading and reading comprehension. Initial reading is an effort made by those who have not been able to read to learn reading, where reading comprehension is an activity aimed to understand. The research use quasi experimental research intended to find out the effect of using self-monitoring on students reading comprehension. And it was conducted in SMP Wahid Hasyim Malang. The subject consisted of 50 students from two classes, namely class VIII A and VII B. To test students' reading comprehension, the researcher used a test. The test is pretest and posttest with 25 items multiple choice. Then, the data is analyzed by using SPSS 20 and sample paired T-test. The result of this study showed that strategies self monitoring and reading comprehension is not correlation because significant values is .000, which is less than 0.05 level ($.000 < 0.05$). Which means that two variable is not affective. Based on the result from text pretets and posttest each class some students get bad score in pretest after that get good score in posttest.

Keywords: Using self-monitoring, reading ccomprehension

INTRODUCTION

Reading has an important role in learning, by reading we can get a lot of information that can develop inside and outside the classroom. Reading is one of the important language skills that students must master. One of the crucial language skills that pupils need to develop is reading. The reader will attain the aim of reading when they comprehend the text they are reading as well as when they are aware of the abilities and methods that are appropriate for the genre of text and know how to use them to do so (Wallace: 2003).

The Self-Monitoring as reading comprehension is offered in this study, It is a reading technique that gives kids a way to track their reading achievement by comprehending texts

rather by memorization (Suryaningsih, 2014:763). In other words, self-monitoring is a technique used to keep track of the text one reads rather than memorization of the text's contents. Reading has an important role and learning and reading can get a lot of information. Students have mastered the reading portion of the English language in order to become proficient communicators both orally and in writing by accessing knowledge and information at a literal level.

The most common of the four fundamental language abilities is reading, which as it may be divided within two ways: preliminary and understanding reading. Starting to read is an attempt built for people that fact are unable to read, whereas comprehension is a reaction that attempts to understand (Norwich, et.al, 2018). A multi-step, exceedingly difficult process, reading comprehension involves interactions between readers and what they offer to the text (Klinger et al, 2007). Teaching reading comprehension can also entail teaching reading as a foreign language (EFL reading) in general. This is due to the fact that it seeks to increase children's talents. Understanding the meaning of the material is easier for those who can already read in their native language and EFL. There are number of competency standards for reading for junior high school children, including the need for them to comprehend descriptive writings and read books (Sarmini, 2012). Reading is a crucial task that both teachers and students must deal with on a daily basis in the classroom. Instructors frequently mediate between pupils who are readers, text-readers, and writers (Wallace: 2003). A teacher is responsible for putting himself in the position of being an example. As a result, the author here employs a clever technique to determine how much difficulties kids at Wahid Hasyim Middle School have understanding a text.

The SMART technique is a novel teaching method for reading that this study recommends to teachers. English education should place a high premium on teaching students how to use strategies successfully, according to (Cadena, 2006:98). Students actively consider what they read and apply what they have learnt in the classroom thanks to teaching methods. The capacity of a student to assess his or her own progress is a logical step toward emancipation, which can only happen when individuals accept accountability for their actions and effectively become (Hanson, 2000). Using a way to pique learners' interest in reading is one of the teacher's efforts to promote learning, particularly reading comprehension. The purposes for activity, creativity, and text comprehension. Many students are effective enough to teach English skills or other linguistic knowledge. Research by Nurhayati (2008) shows

that the frequency of doing various activities can make students enjoy learning English, especially by reducing their burden to participate in activities.

According to the curriculum, junior high school students in 2013 have reading skills that are based on competency criteria; specifically, they are expected to comprehend descriptive texts and read books. Teachers must act as role models for their students because that is their duty, claims Sarmini (2012). With these qualities, a teacher will be able to empower his students and advance to become a more accomplished and skilled educator. According to the 2013 curriculum, there are three factors that contribute to producing students who are morally upright and scientifically intelligent. In addition to applying aspects of attitude, knowledge, and skills, assessment is another aspect that is used in the application of learning.

According to the survey's findings, Indonesia's performance in the PISA program's activities for the 2018 academic year in the category of reading ability placed it 72 out of 78 nations. The reading proficiency score for Indonesian students is 371. This result is highly untypical. Indonesia has gotten worse over the past four years in every subject tested, including reading, arithmetic, and science.

Observations made by Siregar (2021), the reading results are still in the unsatisfactory category. There are several factors that make the trigger, namely first, students are lacking in vocabulary. Second, the text given is difficult and the text given is not in accordance with the student's experience. Third, the lack of student motivation in reading so that it affects learning achievement.

The following are some reading comprehension techniques:

1. Determining the reading's goal
2. Employing effective reading strategies
3. scanning the text quickly
4. Intensive reading

Knowing the many forms of reading is one of the teacher's duties. Brown (2001: 312) notes that there are various kinds of reading.

1. Reading aloud and quietly

At the primary and intermediate levels, the teacher may on occasion ask the students to read aloud. Oral reading

- a. Acts as a capacity for bottom-up processing evaluation tool.
- b. When pronouncing checker as well.
- c. Serve to increase student engagement if a teacher wants to draw attention to a particular brief section of the reading material.

2. Reading intently

Shorter material is read intensively (anecdote, short narrative text, descriptions). Each text in this course is read attentively and completely to ensure optimum comprehension. During intensive reading, the teacher offers guidance and assistance before, occasionally before, and after reading. The exercises that students complete ask them to interact with various, carefully chosen aspects of the text.

3. Extensive

Longer texts are read in extensive reading (book, long article, essays, and technical report). In this kind of class, undergrad is as a rule inclined else latitude to designate grasp books that interest them and devolving-on for locating material which falls within their proficiency test range. They may choose all of the literature they read themselves or to some measure with teacher input.

METHOD

The research was conducted at SMP Wahid Hasyim. This study used quasi-experimental research methods in order to determine how using self-monitoring affected students' reading comprehension. This study was conducted using a quasi-experimental design. The purpose of this study was to determine how self-monitoring could improve reading comprehension in descriptive texts. The experimental group is given both the experimental and control treatment regimens in the study.

The researcher applied the technique to enhance students' reading comprehension in the experimental class. The control group, in contrast, did not receive the same therapies or methods as the experimental group. Nonetheless, a pretest and a posttest were administered to each student in the control and experimental classrooms. The research location used as the object of study in the preparation of This thesis is at junior high school Wahid Hasyim Middle School located on Jl. MT. Haryono, Dinoyo, Kec. Lowokwaru, Malang City, East Java 65144. Junior high school Wahid Hasyim is very close to the Malang Islamic University campus and this school is very easy to find because it is very well known among the public. The population in this study were students of class VII consisting of two classes, namely class VII A and VII B at SMP Wahid Hasyim Malang. The number of the two classes is 50,

from class VII A is 25 students and VII B is 25 students. In this study all classes VII A and VII B are a population consisting of two classes where the total number is 50 students.

Sampling was done randomly based on existing groups. It consists of two classes, namely class VII A and VII B. Class VII A is the experimental class while class VII B is the control class. The sample in this study is 50 students and the technique sampling is random sampling.

The usage of a test is the method for gathering data in this study. Pre-test and post-test versions of the test are thus classified into two categories. Although some of the traits or qualities that are evaluated for experiment participants following treatment are measured on the post-test, The pre-test offers a measurement of some of the qualities or traits you rate for study participants before they undergo therapy (Creswell, 2012: 297).

Pretest and posttest results from the research's control class, VII B, and experimental class, VII A, were used to determine whether students had mastered the SMART technique for reading comprehension. The researcher taught seven times for a total of two. Data were analyzed using the t-test on SPSS 20. Includes the following findings; Description of students' reading comprehension data.

The usefulness of utilizing self-monitoring as a reading strategy in students' comprehension is crucial to this analysis' understanding of something like the conclusions and research issues. Researchers used descriptive text to examine pupils' average reading comprehension scores. Multiple choice questions are one of the sorts of questions that are utilized in this test Statistical analysis with normalcy and homogeneity is another name for quantitative data analysis. This indicates that the data's results are displayed as numerical data. Statistical calculations were used to assess the quantitative data from this investigation. This method is used to assess if there have been appreciable differences in the reading comprehension of students who have received instruction in The Effect Self-Monitoring as Reading and Thinking Strategies. For the objectives of this inquiry, SPSS 20 was used to compute the paired sample t test. This indicates that no manual calculations were made by the researcher; instead, the paired sample t test was used to account for all of the data and independent sample test in the SPSS 20 program.

FINDINGS AND DISCUSSION

Learning in this experimental class was carried out on 10-24 November 2022 namely in class 7A. Before conducting experimental learning, researcher first prepare learning tools such as syllabus, lesson plans, books, and learning media. The experimental learning was carried out 7 times with English lessons on descriptive text and simple present tense. Prior to learning, the students first filled out a questionnaire (*pre-test*). After finishing, they are then given *treatment* using the self-monitoring method and after learning ends the students are again given a questionnaire (*post-test*). In this study, the results of the validity test for the pretest were two questions, the results were valid out of 25 questions, while the posttest validity results were 3 out of 25 questions. And, Learning in the control class was carried out on 10-24 November 2022 namely in class 7B. In the early stages the researcher gave a questionnaire as an initial the kids a test (*pre-test*). After finishing, the researcher carried out the learning as usual with descriptive text material and simple present tense. After learning is complete, students are again given a questionnaire as a final test (*post-test*). In this study, the results of the validity test for the pretest were two questions, the results were valid out of 25 questions, while the posttest validity results were 3 out of 25 questions.

In general, the learning activities in the experimental class used a *scientific approach* with lecture and question and answer methods and used a *self-monitoring strategy*. More details will be explained as follows:

1) Preliminary activities

In this activity the author first checks the students' learning readiness, after feeling the situation is ready for learning the researcher starts by greeting, asking how students are, praying, asking for student attendance, and the researcher then distributes questionnaires as pre-test questions to the participants before treatment.. After the students finished filling out the questionnaire that had been distributed, then the next activity was carried out, namely *treatment activities* in the form of learning English with descriptive text material and simple present tense.

2) Core activities

In this section, the researcher first displays and gives material to students, namely descriptive text and simple present tense. Students are asked to read the material that has been given then the teacher gives instructions to students to cross out or make small notes on the paper which parts they do not understand. The teacher then instructs students to write in their

own phrases so they may be understood after they have written in short notes. If students don't understand, students ask the teacher or open a dictionary. The material given to students is as follows:

3) Closing activities

As a post-test in this area, the researcher provided students with a questionnaire after the *treatment was carried out* so they had to fill out the questionnaire given which they had to fill in themselves and could not see other friends. After all students filled out the questionnaire or *post-test*, the researcher gave advice and motivation to all students and closed by reading *hamdalah* and greetings.

Descriptive Statistics					
	N	Minimum	Maximum	Means	std. Deviation
Experiment pretext	25	68	84	77,12	3,370
posttest EXPERIMENT	25	80	92	84,16	3,363
pretest control	25	72	80	77,28	2,227
posttest control	25	80	92	86.08	4,490
Valid N (listwise)	25				

The pretest score in the experimental group for 68 is the below score while 84 is the big score. The pretest score for the below score control group is 72, while the big score is 80. In the posttest results for the experimental class, the below score is 80 and the big score is 92, while in the posttest results for the control class, the below score is 80 and the big score is 92.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretext Experiment & posttest Experiment	25	,160	,445
Pair 2	pretest control & posttest control	25	,456	,022

The output pair 1 obtained a significance value of $0.445 > 0.05$ so it can be concluded that there was no difference between before and after treatment in the experimental class in pretest and posttest values. Whereas in the pair 2 output table the significance value is $0.022 > 0.05$, it can be concluded that there is no difference in the use of the self-monitoring method with the pretest value of the control class and the posttest of the control class.

Paired Samples Statistics					
		Means	N	std. Deviation	std. Error Means
Pair 1	Experiment pretext	77,12	25	3,370	,674
	posttest EXPERIMENT	84,16	25	3,363	,673
Pair 2	pretest control	77,28	25	2,227	,445
	posttest control	86.08	25	4,490	,898

The difference in average results in the experimental class and the control class. In the experimental class, the pretest session was 77.12, while the posttest session experienced an increase in the average of 84.16. In the control class the pretest session was 77.28 while in the posttest session it increased to 86.08. After the experiment is completed, it can be inferred from the table above that there is an average variation.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
post_test	Equal variances assumed	2,268	,139	-,568	48	,573	-,640	1,128	-2,907	1,627
	Equal variances not assumed			-,568	45,141	,573	-,640	1,128	-2,911	1,631

Independent t-test analysis of the students' reading comprehension post-test mean scores for the experimental and control groups, there is no a significant difference between the experimental and control groups in the seven grade of SMP Wahid Hasyim Malang. -, 568 was the t-test result, and 48 was the df. The 2-tailed value of the p-value in the conclusion was .573, which was higher than 0.05. The outcome demonstrated that there was not a significant.

The researcher would like to recommend the following ideas in light of the foregoing conclusions:

A. For English teachers

The researcher suggests that teachers can use this method for other English skills. And teachers can develop students' English skills well with the same method but different techniques.

B. For Student

Students can motivate themselves if they experience a lack of understanding of the material. By using the method students can apply anywhere

C. For further researchers

Future studies could use this as a reference to use the same methods and produce better results, according to the research.

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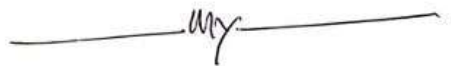
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