



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

SKRIPSI

BY:

POPY SAH PUTRI

NPM: 21801073039



UNIVERSITY OF ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

2023



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

SKRIPSI

Presented to

Faculty of Teacher Training and Education

University of Islam Malang

**in partial fulfillment of the requirements for the degree of
Sarjana in English Language Education**

BY:

POPY SAH PUTRI

NPM 21801073039 ★★ ★

UNIVERSITY OF ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

2023



ABSTRACT

Popy, Sah Putri. 2023, The Effectiveness Of Using Self Monitoring As Reading Strategies Toward Students Reading Comprehension Achivement. *Skripsi* , English Education Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisor: (I) Dr. Muhammad Yunus, S.Pd., M.Pd; (II) Dr. Dwi Fita Heriyawati,S.PD.,M.Pd

Keywords: Using Self-monitoring, reading comprehension

Reading has an important role in learning, reading we can get a lot of information that can develop inside and outside the classroom. Reading is also the most important component in the process of learning and social interaction because reading is a means of communication in civilized society, the reading material produced in any period of time in history. Reading is one of the important language skills that students must master. 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 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, there are many strategy which can is can used by the teacher to help students mastering the reading comprehension, such as using self-monitoring to reading comprehensions.

The research used 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 VII 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 significant because the 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 pre-test and posttest each class some students get bad score in pretest after that get good score in posttest.


Malang, 29th March 2023
The Researcher




Popy Sah Putri

Advisor I

Advisor II




Dr. Muhammad Yunus, S.Pd., M.Pd.
NPP. 2090200002



Dr. Dwi Fita Heriyawati, S.Pd., M.Pd.
NPP. 192708197932273

★ ★ ★ ★ ★ ★ ★ ★ ★ ★
UNISMA
Acknowledged by,
On Behalf of Dean
First Assistance of Dean



Dr. Sri Wahyuni, M.Pd.
NIP. 196808231993032003



University of Islam Malang
REPOSITORY

Hak Cipta Milik UNISMA



CHAPTER I

INTRODUCTION

This chapter provides the background of the study, the research problem, the study's purpose, its significance, its scope, and its limitations, as well as definitions of essential words.

1.1 Background of The Study

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.

According Fitriyah (2014) entitled *The Effectiveness of Using SMART Strategy In Reading Comprehension Of Second Grade Students At MTs Al-Huda*. The design of study was quasi-experimental research by using non-equivalent control group design. The design based on pretest, posttest, and the use of a control group was employed in this research. The population of this research was the second year students at MTs Al-Huda. The researcher was concluded that the result of using Self-monitoring Approach Reading and Thinking is effective in teaching reading.

According Nunan (1999) said that success in teaching depends on many factor, one of them is teaching method or strategy. Considering those conditions, the researcher is trying to offer a solution that will make students interest in reading and enhance student's ability of reading comprehension. In addition, by student's interest in reading expected to their achievement especially in English. The researcher given a new strategy for teacher in teaching reading that is SMART strategy.

The most common of the four fundamental language abilities is reading, which may be divided into two ways: preliminary and understanding reading. Starting to read is an attempt built for people who the fact is 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 because 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 several 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 daily 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 difficulty 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). According to Vaughan and Estes as cited on Roberta L, the self-monitoring to reading comprehension for students to concentrate on how their reading is progressing. It requires that students, as they read, determine what they actually understand and what they do not understand. Students actively consider what they read and apply what they have learned in the classroom thanks to teaching methods. The capacity of a student to assess his or her 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, three factors 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. Several factors make the trigger, namely, first, students are lacking in vocabulary. Second, the text given is difficult and the text given is

not to the student's experience. Third, the lack of student motivation in reading affects learning achievement.

The writer used the SMART technique to conduct research in response to the aforementioned issues. The SMART strategy is that students think actively about the texts they read and apply the texts they have learned. So the researcher uses the title "The Effectiveness Of Using Self-Monitoring As Reading Strategies Toward Student's Reading Comprehension At SMP Wahid Hasyim Malang"

1.2 Problem of The Study

The following research issues are created in light of the research context: "Do the students who are taught using self-monitoring get the better performance in reading comprehension than those who do not at SMP Wahid Hasyim Malang?"

1.3 Objective of the study

The objective of the study is to identify the effectiveness of using self-monitoring strategy toward students reading comprehension.

1.4 Scope and Limitation

Based on the identification of the problems stated above it is clear that there are some problems involved, but the writer wants to limit the problems discussed in this study only for focused on the process of teaching students reading comprehension in descriptive text.

This limitation of this research is that the subjects of this study are class VII A and VII B at Smp Wahid Hasym Which consists of 50 students.

1.5 Significance of The Study

For areas with the most scientific investigation are as follows:

Theoretically, this study should provide some useful results. First and foremost, the study will benefit the students by expanding their knowledge and giving them research experience. Reading comprehension and smart strategies are just two of the methods that instructors at the school should be able to employ to instruct and develop their students with the aid of the study's findings. The children will be inspired to study harder and develop their skills, particularly in reading, if the proper methods are in place. Additionally, it is believed that this study would be beneficial to other English education students. Buehl (2001) asserts that self-monitoring is a form of reading comprehension that aids students. Buehl (2001) asserts that self-monitoring is a form of reading comprehension that aids students in understanding a text, based on the assumption that comprehension is the first step in effective reading.

Practically, This study's findings were meant to improve junior high school students' reading comprehension skills and English language instruction in general. For the students, it could be used as a resource to enhance the learning process and also solve the current issue in education that had to do with better learning outcomes and providing accurate information for their class in the hopes that students' knowledge would increase about their line of work. It was

anticipated that studying this strategy would also aid pupils in understanding the text.

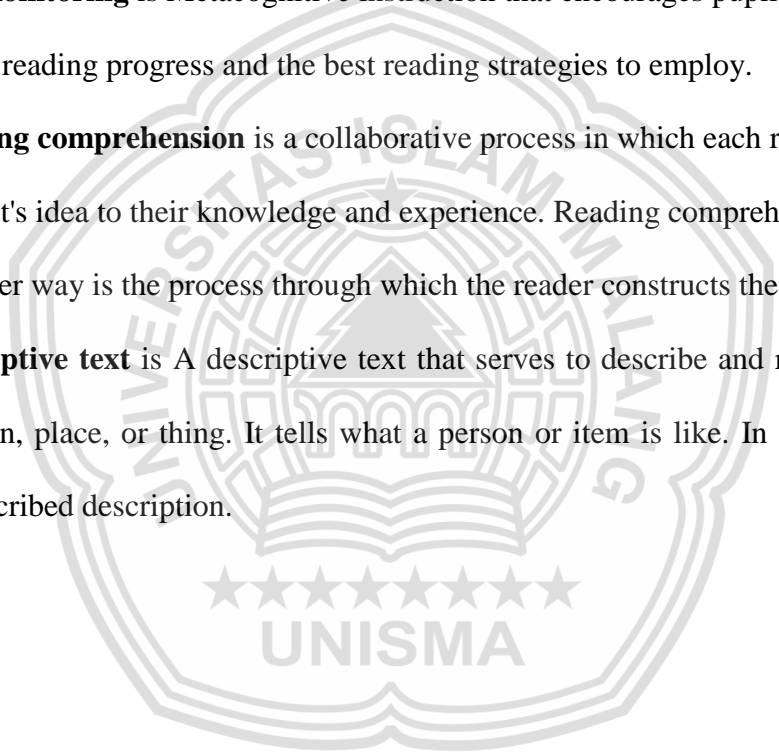
1.6 Definitions of Key Terms

In order to prevent misunderstandings and incorrect interpretations of the research, the following terminologies need to be defined.

Self-monitoring is Metacognitive instruction that encourages pupils to consider their reading progress and the best reading strategies to employ.

Reading comprehension is a collaborative process in which each reader connects a text's idea to their knowledge and experience. Reading comprehension, to put it another way is the process through which the reader constructs the text.

Descriptive text is A descriptive text that serves to describe and reveal a specific person, place, or thing. It tells what a person or item is like. In a broad sense, the described description.



CHAPTER V

CONCLUSION AND SUGGESTION

The researcher discusses the study's findings and recommendations in this chapter. This study also offers some recommendations for educators, students, and upcoming researchers.

5.1 Conclusion

Based on the result of study that using Self-monitoring to reading comprehension on seventh grade students at Smp Wahid Hasym it is concluded that there is not significant difference between students' achievement before and after being taught by using self-monitoring to reading comprehension.

The conclusions that can be obtained from this study are:

1. Based on statistical results, the reading comprehension results of students who were taught using a self-monitoring strategy were lower than those who were not taught using a self-monitoring strategy. This can be shown by the post-test results of control students higher than the experimental class. Before the researchers gave treatment with a self-monitoring strategy with a pretest of 77.12 and after the posttest, the students increased from 77.12 to 84.16. However, the score in the control class at the pretest was 77.28 and the post-test was 86.08. From these results, it can be concluded that there is no significant effect of the use of self-monitoring strategies on reading comprehension in SMP Wahid Hasyim Malang.

2. Based on the results of the hypothesis that the significant results are higher than the t value. This is 0.537 which is higher than sig (0.05), so the conclusion is not significant so H_0 is confirmed and H_a is denied.

5.2 Suggestion

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

1. For English teachers

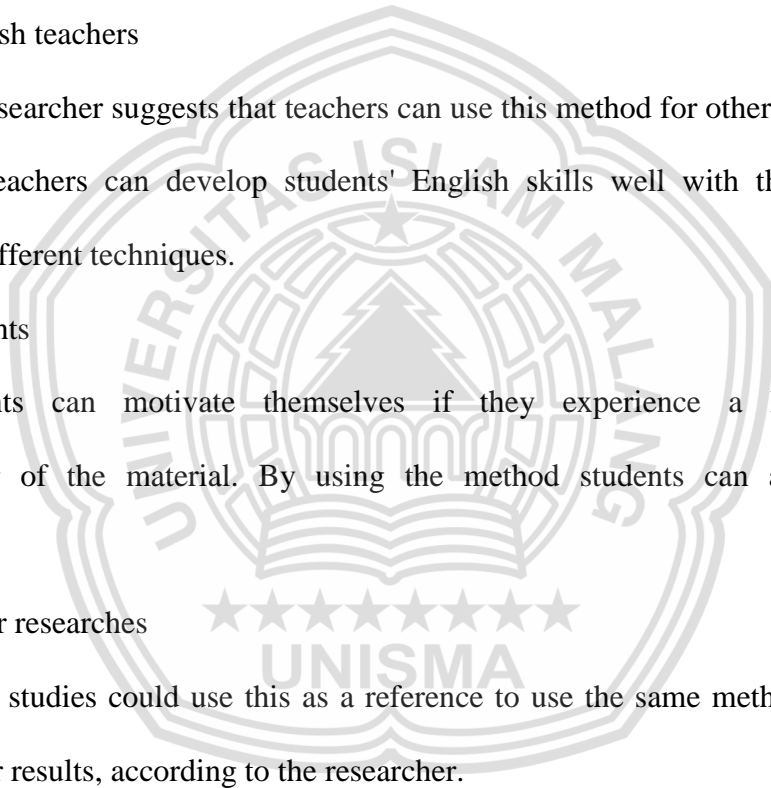
The researcher suggests that teachers can use this method for other English skills. And teachers can develop students' English skills well with the same method but different techniques.

2. For Students

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

3. For further researches

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



REFERENCES

- Alderson, J. Charles. (2000). *Assessing Reading*. Cambridge: Cambridge University Press.
- Ann, Hogue. *First Steps in Academic Writing: Second Edition*. USA: Pearson Longman, 2008.
- Arikunto, Suharsimi. (1989). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Bumi Aksara.
- Ary H, Gunawan. 2000. *Sosiologi Pendidikan*. Jakarta: PT. Rineka Cipta
- Bailey, Kathleen M and David Numan, 2005. *Practical English Language Teaching Speaking*. New York: McGraw-Hill.
- Brown, H, D. (2001). *Teaching by Principle and Interactive Approach to Language Pedagogy*. New York: A Person Education Company.
- Brown, Douglas H. (2004). *Language Assessment Principles and Classroom Practices*. San Francisco: Longman.
- Brown, H. Douglas. 1994. *Teaching by the principle: an interactive Approach to Language pedagogy*. New Jersey: prentice Hall.
- Buehl, Douglas. 2009. *Classroom Strategies for Interactive Learning*. Canada: International Reading Association.
- Cadena, C. (2006). *Effectiveness of Reading Strategies and Improving Reading Comprehension in Young ESL Readers*. Thesis. Barranquilla: Universidad Del Norte.
- Cahyaningsih, Dwi Sulisty, 2011, *Pertumbuhan perkembangan anak dan remaja*, Jakarta : TIM

- Cameron, Lynne. 2001. *Teaching Language to Young Learners* Cambridge: Cambridge University Press.
- Cresswell, John W. (2012). *Educational Research: Planning, Conducting and Evaluating Qualitative and Quantitative 4th Edition*. New Jersey: Pearson Education.
- Crilly. 2002. *Reading Strategies: Self Monitoring Approach to Reading and Thinking*. Delaware, USA: International Reading Association.
- Dough Buehl, D. (2001). *Classroom strategies for Interqctive Learning* (Second Grellet, Frangoise. 1986. *Developing reading skill*. Cambridge University pres: Cambaridge.
- Garcia, Y. P., Ramayan, A. J. R., Sepe, A. P., & Silor, A. C. (2014). *Difficulties in reading comprehension and metacognitive strategies for technology livelihood education students*. Proceeding of The Global Summit on Education GSE.
- Grabe, William and Stoller, Fredericka.2002. *Teaching and Researching Reading*, Britain: Pearson Education Hall, L. A. (2012). *The Role Reading identities and reading abilities in students Discussion about text and comprehension strategy*.
- Harmer, Jeremy (2001). *How to Teach English*. Malaysia: Longman.
- Kane, T. S. (2000). *Essential Guide to Writing*. Oxford: Oxford University Press.
- Klingner, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York, NY: The Guilford Press.

- Nuttal C. (2000). *Teaching Reading Skills in a Foreign language*. Oxford
Macmillan Heineman.
- Nunan, David. (2003). *Practical English Language Teaching*. New York:
Mc.Graw Hill
- OECD. 2019. *PISA 2018 Assessment and Analytical Framework PISA*. Paris:
OECD Publishing.
- Oxford English Dictionary. 2006. *Little Oxford English Dictionary*. California:
Oxford University Press
- Roberto L. Sejnost. *Tools for Teaching in the Block*. (California: SAGE. 2009). p.
119
- Ross, E. P. Roe, B. D. (2006) *Integrating language arts through literature and
Thematic units*. Boston: Pearson Education.
- Sugiyono, 2013, *Metodelogi Penelitian Kuantitatif, Kualitatif Dan R&D*.
(Bandung: ALFABETA)
- Vaughan, J. L., & Estes, T. H. (1986). *Reading Reasoning Beyond the Primary
Grades*. Massachusetts: Allyn and Bacon, Inc.
- Wallace, R. M. (2003). *Online Learning in Higher Education: A Review of
Research on Interactions among Teachers and Students*. *Education,
Communication & Information*, 3, 241-280.
<https://doi.org/10.1080/14636310303143>
- Zuhra. (2015). *Senior high school students' difficulties in reading comprehension*.
English Education Journal, 430–441.