Implementation of Self-Monitoring Technique through Reading Comprehension in Critical Reading Class

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Abstrak

Studi penelitian ini menyelidiki implementasi teknik self-monitoring dalam meningkatkan pemahaman membaca di kalangan siswa sekolah menengah atas. Studi ini bertujuan untuk mengeksplorasi bagaimana siswa menggunakan strategi self-monitoring, efektivitas strategi tersebut dalam meningkatkan pemahaman membaca, dan tanggapan siswa terhadap self-monitoring. Penelitian dilakukan di kelas sepuluh untuk mengatasi kebiasaan membaca siswa dan kurangnya minat dalam membaca. Metode pengumpulan data meliputi observasi teknik membaca siswa, memberikan cerita pendek untuk berpikir kritis dan self-monitoring, dan menyelenggarakan kuesioner untuk mengevaluasi kemajuan selama implementasi self-monitoring. Studi ini menekankan pentingnya pembelajaran self-regulated dan keterampilan metakognitif dalam meningkatkan kemampuan membaca. Temuan mengungkapkan bahwa siswa aktif terlibat dalam self-monitoring dengan menggunakan simbol, self-translation, troubleshooting, dan mencari bantuan untuk meningkatkan pemahaman. Siswa melihat self-monitoring secara positif, mengakui manfaatnya dalam meningkatkan kesadaran, pemberdayaan, dan pemahaman. Penelitian ini berkontribusi pada pemahaman dampak self-monitoring pada keterampilan membaca siswa dan menyoroti pentingnya pembelajaran self-regulated dalam pengaturan pendidikan.
Kata Kunci: *self-monitoring*, pemahaman membaca, siswa sekolah menengah.

Abstract

This research study investigates the implementation of self-monitoring techniques in improving reading comprehension among senior high school students. The study aims to explore how students utilize self-monitoring strategies, the effectiveness of these strategies in enhancing reading comprehension, and students' responses towards self-monitoring. The research is conducted in a tenth-grade class to address students' reading habits and lack of interest in reading. Data collection methods include observation of students' reading techniques, providing short stories for critical thinking and self-monitoring, and administering questionnaires to evaluate progress during self-monitoring implementation. The study emphasizes the importance of self-regulated learning and metacognitive skills in improving reading abilities. Findings reveal that students actively engage in self-monitoring by using symbols, self-translation, troubleshooting, and seeking help to enhance comprehension. Students perceive self-monitoring positively, acknowledging its benefits in increasing awareness, empowerment, and comprehension. The research contributes to understanding the impact of self-monitoring on students' reading skills and highlights the significance of self-regulated learning in educational settings.
Keywords: Self-monitoring, Reading comprehension, High school students

INTRODUCTION

This chapter will introduce the current study. It includes the background of the study, focus of the study, Purpose of the study, Research question, Aims of the study, Scope of the study. The rest of this chapter show the clarification of the study, Background of the Study Self-regulate can be defined in many ways. In the most generally basic sense, it involves controlling behavior, emotions, and thoughts in the pursuit of long-term goals. More specifically, self-regulate refers to the skills to manage disruptive emotions and encouragement to improve focuses. In the other words, to think before acting. It also represents the ability to cheer up yourself after disappointments and to act in a way consistent with your deepest held values. In terms of academic, in the other ways self-regulate commonly used by colleges who has difficulty in various subject, so implementing self-regulate is totally help or support their difficulty. Self-regulate to learning strategies and their effect on academic success has shown that learners who were equipped with the knowledge of various learning strategies improved their learning achievements meaningfully.

Self-regulated learning is characterized by a systematic goal purposely. Students who self-regulate their learning are confident in their efficiency and abilities in learning time and they are directly motivated to learn. The main definition of Self - regulate is, that it's an active and constructive process in set their goals for learning and then seek to monitor, regulate, and control their cognition, motivation, and behavior, motivation, and their behavior. By their goals and contextual aspect in the environment. Then, for general definition research on self-regulated learning models, has described four general domains that students can try to regulate themselves, there are cognition, motivation, behavior and environment.

The cognitive areas include various cognitive strategies that students can use to help remember, understand, reason, and solve problems. Much work in these focuses has shown on learning strategies that students can use in academic contexts to understand texts, to learn from lectures, to take notes, to solve mathematical problem and to write ideas in a paper. In addition, focused on meta-cognitive strategies that students can use to plan, monitor, and control their own cognition. In general, good independent learners use a number of different strategies to control their cognition in ways that help them achieve their plans and goals. Motivation and affective territory, include a variety of strategies that individuals can use to control and regulate their own motivations and emotions. Other strategies can be targeted at controlling negative emotions such as anxiety which can interrupt with learning. these motivational and emotional control strategies are called "Will control" strategies. As in the case with cognition, students who are able to self-regulate try to control their motivation and emotions to facilitate the achievement of their plans and goals.

METHODS

This research is qualitative, the researcher adaptively using qualitative data as the research design by considering some factors. First, the aim of this study is to spectate the improvement of the implementation of Self – Regulated reading method. Based on the problems that faced by the difficulties in reading of the students in reading ability, Second the researcher will conceive the problematic of applying in self-regulated through few aspects. Some aspects contain implementation, progress, problem, how to comprehend and result. In case qualitative research methods are designed in a demeanor that help reveal the behavior and perception of a target audience with reference to a particular topic. There are several types of qualitative research methods like an in-depth interview, focus groups, content analysis, case

study research that are usually used. The decision of qualitative methods is more descriptive and the inferences can be drawn quite easily from the data that is obtained. Qualitative research methods originated in the social and circumstances.

Despite the research Objects that will be review in senior high school, especially in the first grade, because the freshmen in senior high school must arranging and structuring the steps of the method how to achieve the good reading. Next research Subjects of this study will be the ten grades' students of senior high school in west Surabaya, the researcher will be looking for school which located in the west Surabaya. The reason why researcher chooses this subject, first researcher must directly to the school and teach the students in ten grades, second the researcher gives the objectives in the form of short story and show the self-monitoring learning to the whole of students to make they brainstorming, third the researcher will gain the results particularly through evaluate the students works.

To achieve successful research, it will need a tool to obtain, measure and analyze data from subjects around the research topic, it called research instrument. Based on the study above, to reach the momentum, the researcher has three questions, first observing the school, then structuring the database to create questionnaire. Next, the research must implement the questionnaire for score the student ability in self- monitoring that have been implemented before. The result of the questionnaire must relate to the data of the students. The researcher should give a questionnaire again to the students to rate the progress during study of self. After implementing some instruments, the result should be applied immediately to achieve the research goals.

RESULTS AND DISCUSSION

Based on the research questions outlined in the study on self-monitoring through reading comprehension for senior high school students, several key results can be inferred. First, the study examined how students use their own monitoring techniques. Observations revealed that students employed various self-monitoring strategies such as self-translation, troubleshooting, and fix-up techniques while engaging with text. In a deeper analysis, the specific ways in which these strategies were applied highlighted the versatility and adaptability of self-monitoring methods among students. Self-translation involved students paraphrasing or rephrasing complex sentences into their own words, ensuring that they grasped the meaning before moving on. Second, the study explored how reading comprehension was implemented. Analysis of students' responses to short stories and comprehension questions showed that the

implementation of self-regulated reading methods positively impacted their reading comprehension abilities.

In a deeper analysis, the specific mechanisms by which self-regulated reading methods improved comprehension became evident. When students engaged with self-translation, they didn't merely restate sentences in simpler terms; they actively connected new information with prior knowledge. This process helped solidify their understanding and integrate new concepts more seamlessly into their existing cognitive frameworks. For instance, when encountering complex or abstract ideas, students who practiced self-translation could distill these concepts into more familiar terms, making the material more accessible and easier to recall later. Third, the study investigated how students responded to self-monitoring. Questionnaire responses provided valuable insights into students' perceptions of self-monitoring effectiveness and their experiences with self-regulated learning techniques. In a deeper analysis, several key themes emerged from the students' feedback. Increased confidence was a prominent theme, with many students noting that the use of self-monitoring strategies empowered them to approach reading tasks with greater assurance. This confidence likely stemmed from their ability to independently address comprehension issues as they arose.

Overall, the deeper analysis of students' responses to self-monitoring underscores its effectiveness in enhancing reading comprehension and fostering independent learning. The positive feedback regarding increased confidence, strategic reading approaches, and metacognitive awareness highlights the transformative potential of self-regulated learning techniques. However, the challenges identified also point to the need for continued support and training to ensure that all students can benefit from these strategies. Overall, the deeper analysis of the implementation of reading comprehension strategies in the study underscores the transformative potential of self-regulated learning. By equipping students with effective self-monitoring tools, educators can enhance students' comprehension skills, foster independent learning, and cultivate lifelong learning habits that extend beyond the classroom.

CONCLUSION

Study on self-monitoring through reading comprehension for senior high school students has provided valuable insights into the effectiveness of self-regulated learning techniques in enhancing students' reading abilities. The results indicate that students actively engaged in self-monitoring strategies such as self-translation, troubleshooting, and fix-up techniques, leading to improved reading comprehension.

The implementation of self-regulated reading methods positively impacted students' ability to monitor their comprehension levels independently. Additionally, students' positive responses and perceptions towards self-monitoring strategies, highlight the importance of promoting metacognitive awareness and independent learning in the academic scopes. From a research perspective, the findings add to the existing literature on self-regulated learning and shed light on the effectiveness of self-monitoring strategies in improving reading comprehension among high school students. Policy-wise, the study suggests that policymakers might consider integrating self-regulated learning principles into curriculum standards to support the development of students' metacognitive skills and enhance academic achievement. In conclusion, the study highlights the significance of self-monitoring strategies in boosting reading comprehension and empowering students to become active and independent learners. By incorporating self-regulated learning techniques in the classroom, educators can help students to develop essential skills for effective reading and comprehension, ultimately leading to improved academic performance and a deeper engagement with learning. The empirical testing is done to test the practical value of the intervention or the product as the solution to the real problem.

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