

The Descriptions of Monitoring in Reading on Students' English Reading Material at SMA Swasta Santu Xaverius Gunungsitoli

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Abstract:

Reading ability in English has been an essential skill for high school students, yet many students have experienced difficulties in comprehending English texts effectively. One factor suspected to be the cause of this problem was the students' lack of ability to monitor their reading process. This research aimed to describe the monitoring in reading on students' English reading materials and to identify the dominant components in students' reading monitoring. The research was conducted at SMA Swasta Santu Xaverius Gunungsitoli used a qualitative descriptive approach. Data were collected through observations and interviews with 36 tenth-grade students. The results showed that students applied three main components in reading monitoring: Comprehension Monitoring, Metacognitive Monitoring, and Comprehension Evaluation. Monitoring Comprehension emerged as the most dominant strategy that students reported using. The most frequently used strategies were rereading difficult passages, underlining important passages, and taking notes. Metacognitive monitoring was reported by students, with a focus on identifying difficulties in texts and reflecting on reading content. Comprehension Evaluation was used by students, particularly in answering text-related questions and identifying main ideas. In conclusion, most students have demonstrated good awareness of their reading process and have actively used various strategies to improve their comprehension of English texts. However, there is still room for improvement, especially in the aspects of metacognitive monitoring and the use of more complex strategies.

Key words: Comprehension, Evaluation, Metacognitive, Monitoring, Reading.

Introduction

Reading is one of the essential language skills that students need to master. One of the important activities in life is reading, so that a person can update himself with experience and insight. Students' academic success depends on their ability to gain knowledge from reading material.

The ability to read serves as a gateway to acquiring information and knowledge, playing a crucial role in students' academic success (Harefa, 2021). However, monitoring students' reading comprehension often

presents a challenge due to the difficulty in evaluating the extent to which they truly understand the texts they read (Permatasari & Wienanda, 2023).

Monitoring reading involves an active process where readers construct meaning from text through interaction between their prior knowledge and new information from the reading (Fauzan et al., 2023). Several key components in monitoring reading include self-questioning, identifying difficulties, clarifying unfamiliar words or concepts, summarizing content, assessing strategies used, and evaluating overall understanding (Anaktototy & Lesnussa, 2022).

From a psycholinguistic perspective, monitoring students' reading abilities provided valuable insights into the cognitive processes that occur during reading. Psycholinguistic theory and research helped educators understand the reading strategies and metacognitive processes used by proficient readers, enabling them to provide explicit instruction to students regarding these strategies (Haryono, 2023). Additionally, data obtained from monitoring students' reading abilities contributed to psycholinguistic research by providing rich empirical evidence.

Although several components of reading monitoring were identified, it remained unclear which ones were most frequently used or dominated when students read English texts. Knowing the dominant components could help teachers focus more on teaching specific strategies. The dominant components reflected the monitoring strategies most frequently used and relied upon by students. Identifying and strengthening dominant components could significantly improve students' overall ability to monitor their reading.

This study aimed to describe the reading monitoring on students' English reading materials and identify the dominant components in this process. The research focused on students in class X Budi Pekerti at SMA Swasta Xaverius Gunungsitoli in the 2023/2024 academic year. The results were expected to provide valuable insights for teachers in designing more effective learning strategies to optimize students' reading.

Studi Literatur

Monitoring in reading is the ability to observe and understand comprehension when reading which refers to the process of paying attention to one's own level of understanding while reading a text (Setiawati & Budiasih, 2022). Monitoring in reading is a very important metacognitive skill for readers. This ability allows readers to pay attention and adjust their level of comprehension during the reading process.

Monitoring helps readers to know when failures in reading comprehension occur, so they can use appropriate corrective strategies (Abu Bakar & Rafika, 2020). When bringing together understanding, it is necessary to be aware of distractions or difficulties in understanding the text, such as suddenly feeling confused or not understanding certain points.

Monitoring in reading is the ability to transmit and understand the extent to which someone understands the next they are reading. Theories related to monitoring in reading come from Robert Glaser in Qamaria & Astuti, (2021) namely Information Processing Theory, describes monitoring as one of the processes in the steps of understanding text. Monitoring occurs when the reader plays back the results of previous comprehension operations. Teaches students various techniques for assessing their own level of understanding after reading, as well as strategies for correcting comprehension if they fail. After finishing reading, ask them to ask themselves the important points of the reading, if the answer is not convincing, it means there is a lack of understanding.

To comprehend text effectively, readers need to actively monitor and regulate their own cognitive processes (Anaktototy & Lesnussa, 2022). There are three main components in monitoring reading that are important for good readers to master, namely:

1. Monitoring comprehension

Monitoring comprehension in reading refers to the process in which students actively monitor and manage their comprehension when reading in English. It includes a person's awareness and evaluation of his or her own level of comprehension during the reading process (Ramadhanti & Yanda, 2021). When reading, we are constantly assessing whether we truly understand the information and message being conveyed. This process involves students in monitoring and organizing their understanding when reading English texts. In this process, students do not just read the text, but are actively involved in observing and managing their understanding.

2. Metacognitive monitoring

Metacognitive monitoring refers to students' awareness and self-regulation in the process of reading English texts. This includes planning how to approach a task, consolidating understanding while working on a task, initiating progress during and after completing a task, checking for and correcting errors, modifying strategies when necessary, and reflecting on the effectiveness of strategies used (Ramadhanti & Yanda, 2021). While reading, students need to continuously monitor comprehension and adjust strategies if necessary. At this stage, students apply self-awareness and regulation in the reading process.

3. Comprehension evaluation

Comprehension evaluation related to the process of assessing understanding after carrying out reading activities. This is done to determine whether someone has sufficiently understood the meaning and message in the text or discourse. Comprehension evaluations are related to understanding because the results of these evaluations tell whether previous monitoring has accurately assessed the level of understanding or not.

In conducting this research, researchers were inspired by several relevant previous studies. Firstly, (Susanti et al., 2021) research entitled "Graduate Students Metacognitive Reading Knowledge of Monitoring Strategies". This research reveals students' understanding of the metacognitive reading strategies they use. Based on the results of in-depth thinking and interviews, seven metacognitive reading strategies were found that students often use when reading, namely: (1) Repetition strategy to understand the author's meaning, (2) Making conclusions about the main reading to capture the main idea, (3) Using Google Translate to interpreting new terms confidently, (4) Rereading to strengthen self-monitoring of understanding, (5) Reading contextually to obtain complete information, (6) Underlining to focus attention on important points, and (7) Proposing ask yourself questions to double check understanding.

Secondly, (Afriani, 2022) research entitled "The Effect of Smart (Self-Monitoring Approach to Read and Think) Strategy in Students' Reading Comprehension at SMAN 4 Bengkulu". This research is experimental research which aims to determine the effect of the SMART (Self-Monitoring Approach to Read and Think) strategy on students' reading comprehension. The research results show that the SMART strategy is effectively used to improve students' ability to understand reading, especially in finding the main idea and identifying specific information. There is a significant difference between the

reading comprehension progress of students who learn through the SMART strategy and those who do not.

Thirdly, (Abu Bakar & Rafika, 2020) conducted a study about “The Effectiveness Of Using Self-Monitoring Approach To Reading And Thinking (SMART) Strategy in Comprehension Of The Second Grade Students Of SMP Negeri 8 Langsa”. This research is a quasi-experimental conducted at SMP Negeri 8 Langsa. Pre-test and post-test methods were used to collect data. It was found that there were differences in student achievement in reading comprehension between students who were taught using the Self-Monitoring Approach Reading to Thinking (SMART) strategy and students who did not use this strategy.

Research Method

This study employed a qualitative descriptive approach to investigate the monitoring of students' English reading material. The research was conducted at SMA Swasta Santu Xaverius Gunungsitoli in May 2024. The research design utilized an inductive approach under a qualitative descriptive framework. This design aimed to explore natural phenomena without manipulation and understand social phenomena holistically in the real world through descriptive techniques.

The population for this study consisted of all students in class X at SMA Swasta Santu Xaverius Gunungsitoli. The sample was specifically drawn from class X-Budi Pekerti, which comprised 36 students. Data sources were both primary and secondary. Primary data was collected from class X students through interviews and observations. Secondary data included relevant documents such as English modules, student worksheets, and syllabi.

The researcher served as the primary instrument for data collection. Semi-structured interview guidelines, observation checklists, and recording equipment for documentation were used as supporting instruments. Data collection techniques included observation, documentation, and interviews. The researcher directly observed and recorded classroom interactions during English reading activities. Relevant documents were collected and analyzed. Semi-structured interviews were conducted with students and teachers to gather in-depth information about their experiences and strategies related to monitoring English reading.

For data analysis, the researcher employed a three-step process: data condensation, data display, and conclusion drawing/verification. This process involved selecting, focusing, and organizing the data, arranging it for analysis, and formulating conclusions based on the findings. Through this comprehensive method, the study aimed to provide a detailed description of how students monitored their English reading and to identify the dominant components in this process.

Result

The study examined three components of monitoring in reading among 36 students of class X. The results are presented for each component:

- 1) Monitoring Comprehension: 27 students of students showed good monitoring comprehension skills. 31 students of students re-read difficult passages, 30 students underlined or highlighted important parts, 27 students took notes while reading, 25 students used dictionaries for difficult words, and 22 students paused to think about what they had read.
- 2) Metacognitive Monitoring: 21 students of students implemented metacognitive monitoring effectively. 24 students stopped to reflect on what they had read, 20 students made predictions about upcoming content, 23 students identified difficulties they faced, 19 students adjusted their

reading speed based on text difficulty, and 18 students used different strategies for different types of texts.

- 3) Comprehension Evaluation: 24 students of students carried out comprehension evaluation effectively. 27 students could summarize contents when asked, 26 students accurately answered questions about the text, 24 students connected new information with prior knowledge, 23 students identified main ideas in paragraphs, and 22 students were able to ask questions about the text they had read.

Interview results aligned with observational data. Monitoring Comprehension was the most recognized strategy, followed by Comprehension Evaluation and Metacognitive Monitoring.

Table 1. Percentage of Students Using Each Monitoring Reading

Component of Monitoring in Reading	Number of Students
Monitoring Comprehension	27
Metacognitive Monitoring	21
Comprehension Evaluation	24

Discussion

The study revealed that students generally demonstrated good awareness of monitoring strategies while reading English texts. Monitoring Comprehension emerged as the most widely used strategy, students showing proficiency. This finding aligns with previous research emphasizing the importance of active comprehension monitoring in effective reading.

Rereading difficult passages was the most common technique within Monitoring Comprehension, used students. This suggests that students actively worked to overcome comprehension challenges. The popularity of visual aids like underlining indicated a preference for visual methods to identify key information.

Comprehension Evaluation was the second most recognized strategy, students demonstrating effective use. Most students recognized the importance of evaluating understanding after reading, primarily through summarizing content and answering text-related questions. This aligns with studies highlighting the significance of post-reading evaluation in enhancing comprehension.

While Metacognitive Monitoring was the least used strategy, students still implemented it effectively. This showed some metacognitive awareness in the reading process, particularly in identifying difficulties and reflecting on content.

The significant variation in strategy use suggested different learning preferences among students, with many using multiple strategies. This indicated a flexible approach to reading English texts, which is considered beneficial in reading comprehension literature.

Limitations of the study is included the relatively small sample size (36 students) and the focus on a single grade level. These limitations could affect the generalizability of the findings to broader student populations.

Future research could explore how these strategies develop over time by conducting a longitudinal study across multiple grade levels. Additionally, investigating the effectiveness of explicit strategy instruction could provide valuable insights for educators in enhancing students' reading comprehension skills.

Table 2. Most Used Techniques in Each Component

Component of Monitoring in Reading	Most Used Technique
Monitoring Comprehension	Rereading difficult passages
Metacognitive Monitoring	Reflecting on content
Comprehension Evaluation	Summarizing content

This table illustrates the most prevalent techniques within each monitoring, providing a clear overview of students' preferred approaches to reading.

Conclusion

This study investigated monitoring in reading among students of Class X at SMA Swasta Santu Xaverius Gunungsitoli. The research revealed that students actively engaged in monitoring their reading through three main components: Monitoring Comprehension, Metacognitive Monitoring, and Comprehension Evaluation. Monitoring Comprehension emerged as the most dominant component, with students frequently employing strategies such as rereading difficult passages, underlining important information, taking notes, and using dictionaries. While Metacognitive Monitoring and Comprehension Evaluation were also effectively implemented, they were used to a lesser extent. The findings indicated that students demonstrated flexibility in applying different strategies for various types of texts, suggesting a degree of metacognitive awareness. This adaptability in strategy use is a positive indicator of students' developing reading skills. In conclusion, while students demonstrated effective use of monitoring strategies, particularly in Monitoring Comprehension, there is room for improvement in Metacognitive Monitoring and Comprehension Evaluation. Enhancing these skills could lead to more effective reading comprehension and overall academic performance.

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