IMPROVING READING COMPREHENSION OF THE GRADE EIGHT STUDENTS AT SMP NEGERI 1 BOLANO LAMBUNU THROUGH COMPREHENSION MONITORING STRATEGY

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ABSTRACT

The objective of this research is to find out whetherthe implementation of comprehension monitoring strategy can improve the students' reading comprehension or not.The researcher used quasi-experimental research design. The population of this research is the grade eight students at SMP Negeri 1 BolanaLambunu, and the samples are the students of VIIIA and VIIIB. The researcher applied purposive sampling technique. The data were analyzed statistically in order to find out the significant difference of the students' achievement before and after treatments. The mean score of the pretest of experimental group is 56.82, while the control group is 61.44. the mean score of the posttest of experimental group is 91.88, and the control group is 75.11. Based on the result of the pretest and the posttest, the researcher found that the t-counted value is 4.59. By applying degree of freedom (df) 33 and 0.05 level of significance, the researcher found that the value of t-table is 2.04it shows that the value of t-counted (4.59) is higher than the value of t-table (2.04). It means that the hypothesis is accepted.In other words, usingcomprehension monitoring strategy can improve students' reading comprehension inreading narrative text.

Keywords:Comprehension monitoring strategy; Reading comprehension; Narrative text.

Tujuan dari penelitian ini adalah untuk mengetahui apakah strategi pemantauan pemahaman ini dapat meningkatkan kemampuan siswa dalam memahami suatu bacaan atau tidak. Peneliti menggunakan desain penelitian quasi-experimental. Populasi penelitian ini adalah siswa kelas delapan SMP Negeri 1 Bolano Lambunu, dan sampelnya adalah siswa kelas VIII A dan VIII B.Peneliti menerapkan teknik purposive sampling. Data dia analisis secara statistic untuk mengetahui perbedaan signifikan dari prestosi siswa sebelum dan setelah perlakuan. Nilai rata-rata pre-test padakelompokeksperimenadalah 56.82, sedangkan kelompok control adalah 61.44. Nilai rata-rata post-test pada kelompok eksperimen adalah 91.88, dan kelompok control adalah 75.11. Berdasarkan hasil pre-test dan post-test, peneliti menemukan bahwa nilai $t_{counted}$ adalah 4.59. Dengan menerapkan derajat kebebasan (df) 33 dan 0,05 tingkat signifikansi, peneliti menemukan bahwa nilai t_{tabel} adalah 2.04 yang menunjukkan bahwa nilai $t_{counted}$ (4.59) lebih tinggi dari nilai t_{tabel} (2.04). Artinya hipotesis diterima. Dengan kata lain, menggunakan strategi pemantauan pemahaman dapat meningkatkan kemampuan pemahaman siswa dalam membaca teksnaratif.

Kata kunci*: Strategi pemantauan pemahaman; Pemahaman membaca; Teksnaratif.*

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INTRODUCTION

Reading is one of language skills which is important to learn. Reading is not only aimed at reading but also comprehension. The process of taking out the message from a written material requires comprehension ability. Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text.

Based on the curriculum 2013, it is stated that teaching of reading in junior high school helps the grade eight students to have comprehension of the social function, the structure of the text, and the element of language from the narrative text based on the context of use. The general objective of the language teaching is to develop the communicative competence of the students in using language. The specific objective of the language teaching-learning process is to make students active in the language class both in oral and written. In language teaching, oral language consists of speaking and listening. Meanwhile, written language consists of writing and reading.

Based on the researcher'spreliminary observationat SMP Negeri 1 BolanoLambunu, it was found out that there were someproblemsfaced by the students in learning English. Many of them cannot comprehend or understand what they have read in English. Another problem isthe waythey answer the reading comprehension questionsindicates that they did not have enough vocabulary. It is also difficult for them to remember the meaning of words, and to find the main idea and specific information in reading texts.

Based on the problem above, the researcher suggests that comprehension monitoring strategy can be used to solve those problems.According to Adimora, Nwokenna, and Omeja (2017), "Comprehension Monitoring Strategy is a learner oriented strategy that helps students to become purposeful, active readers who are in control of their own reading and can understand what they read." Comprehension Monitoring Strategy is teaching learning process especially for reading skill, the students monitor their comprehension of the text by reading text, after identifying what they do not understand, and discussing with other friends and teacher. Furthermore, the last step students made the summary based on their comprehension (Yang, 2002:17). This strategy was implemented to overcome the students' problem in reading of grade eighth at SMP Negeri 1 BolanoLambunu.

RESEARCH METHOD

In implementingthis research, the researcher appliedquasi-experimental research, where the sample of the research was divided into two groups. They were the experimental group and control group. Both of groups got the pretest and posttest. However, the experimental group was given the treatment after the pre-test.The formula proposed by Cohen, Manion, and Marrison (2000:214) as follows:

$$\frac{O1 \; x \; O2}{O30 \; O4}$$

Where:

O1 = pre-test of experimental group

O2 = post-test of experimental group

O3 = pre-test of control group

O4 = post-test of control group

X = treatment

0 = no treatment

In conducting this research, a population is a group of individual persons, objects, or items from which samples are taken for measurement for example a population of presidents or professors, books or students.Parahoo (1997:218) defines, "Population as the total number of units from which data can be collected, such as individuals, even or organizations." The population of this research is the eighth grade students at SMPNegeri 1 BolanoLambunu which consist of threeparallel classes. The number of the Population can be seen in the following table:

Table 1 The distribution of the students

No	Classes	Number of students
1	A	17
2	B	21
3	C	18
Total		56

3.2.2 Sample

In determining the sample, the researcher used purposive sampling technique. The sample of this research was the grade eight students at SMP Negeri 1 BolanoLambunu that was divided into three classes. In this case, VIII A was chosen as experimental group, and VIII C as control group with the following reasons: the first reason was the teacher of the school recommended class VIII A and VIII C as the samplesince those classes had some problems in learning English especially in reading comprehension; the second reason was that both of the classes had lower reading comprehension than the other classes.

In this research, the data were taken from the result of the tests that were given to the students before and after the treatment. Type of the test wascomprehension questions and fill in the blanks. The researcher asked the students to read a story of narrative text after that they answered the questions based on the story.The test consisted of pretest and posttest. Both the experimental group and the control group were pre-tested and post-tested. Pretest was conducted in order to know the students' prior reading comprehension, especially in narrative text before they got the treatment. The posttest was conducted in order to find out the progress of students' ability in reading comprehensionafter the treatment. The form of the pre-test and post-test was actually similar in level of difficulties, but the provided questions were absolutely different. The treatment was conducted in six meetings. Time allocation for one meeting was 2 x 40 minutes.

The scoring system goes from 1 up to 4 in comprehension questions while in fill in the blanks the right answer got 1 score and the wrong answer got 0 score. The researcher used statistic to analyze the data. It was used to analyze the result of the test instrument (pretest and posttest). Theresearcher used the formula proposed by Arikunto (2006) in calculating the individual score of the students, the mean score, the sum of square deviation of both experimental group and control group, and the t-counted value. First, the researcher calculated the individual score of each student. Second, after getting the students' individual score, the researcher counted the mean score of both experimental and control group. Third, the researcher counted the sum of square deviation of the groups. Afterward, the researcher calculated the value of t-counted to see the significant difference between the mean achievements of two groups.

FINDINGS

In presenting the data, the researcher analyzed the data taken from pre-test and post-test.The researcher had given pretest and posttest to both experimental group and control groups. Pretest was conducted in order to know the student's prior reading comprehension before they got the treatment. After the pretest, the researcher conducted the treatment through comprehension monitoring strategy in six meetings to the experimental group, while the control group was not. After finishing sixmeetings, both experimental group and control group were given a posttest. The posttest was conducted in order to find out the progress of students' ability in reading comprehension of narrative text after the treatment. Furthermore, the purpose of the posttest wasto compare the result of the students' achievement in reading comprehensionbetween the experimental group and the control group.The result of the pretest and posttest of experimental group is presented on table **2**.

Table2Result of the Pretest of the Experimental and Control group

No.	Initials of Experimental group	Scores	Initials of control group	Scores
1	AN	38	AR	6
2	AM	76	AS	84
3	DA	44	AWM	96
4	DW	58	GF	28
5	DSF	70	MF	46
6	FF	76	MNC	74
7	FW	52	MS	64
8	LNA	70	MZF	38
9	MS	22	NA	90
10	NF	38	NYY	44
11	RG	54	SS	62
12	RK	44	SSK	82
13	RNM	46	SSR	84
14	RW	76	WAP	60
15	SJ	76	WFA	74
16	SW	56	WN	62
17	YFK	70	WP	84
18			ZR	28
	Total	**966**		**1106**

Based on the table, it can be seen that the highest score of experimental group is 76 and the lowest score is 22, while the highest score of control group is 96 and the lowest score is 6. Aftercalculating the data, the researcher find that the mean score of pretest of experimental group is 56. 82 and the control group is61.44. The mean score of pretest of control group is higher than experimental group.

After conducting the treatment, the researcher administered posttest to measure the implementation of comprehension monitoring strategy in improving students' reading comprehension of the eight graders. The researcher used the same type of test as in the pre-

test but different question as well in order to find out whether there was any impact after the researcher applied the treatment. The result of the posttest is presented on table **3**.

Table 3 Result of Posttest of Experimental and Control Group

No.	Initials of Experimental group	Scores	Initials of control group	Scores
1.	AN	90	AR	46
2.	AM	88	AS	90
3.	DA	88	AWM	96
4.	DW	100	GF	50
5.	DSF	88	MF	58
6.	FF	88	MNC	88
7.	FW	100	MS	88
8.	LNA	100	MZF	54
9.	MS	80	NA	72
10.	NF	80	NYY	66
11.	RG	100	SS	74
12.	RK	88	SSK	90
13.	RNM	100	SSR	100
14.	RW	98	WAP	74
15.	SJ	96	WFA	74
16.	SW	88	WN	88
17.	YFK	90	WP	90
18.			ZR	54
	Total	**1562**		**1352**

Inanalyzing the students' individual score of the control group, the researcher employed the same formula used in experimental group. As a result, the researcher found that the mean score of posttest of experimental group is 91.88, and 75.11 for the control

group. The highest score of experimental group is 100 and the lowest score is 80, while the highest score of control group is 100 and the lowest score is46.

After getting the mean score of pre test and post test, the researcher continued to count the mean score of deviation and the sum of square deviation of experimental and control groups. The researcher found that the mean score of deviation of experimental group is 35.06 and the sum of square deviation of the experimental group is 3728.94. Besides, the mean score of deviation of control group is 13.67 and the sum of square deviation of the control group is 2786. Furthermore, the researcher calculated the value of t-counted by using t-test formula as proposed by Arikunto (2006) to see the significant difference of both groups. By applying the t-test formula, the researcher found that the t-counted value is 4.59.

Afterwards, the researcher compared the value of t-counted to the value of t-table in order to find out the significance difference between them. By applying Nx+Ny–2= 17+18–2= 33 degree of freedom (df) and 0.05 level of significance of two tailed test, the researcher found that the t-table value is 2.04. It shows that the t-counted value (4.59) is higher than t-table value (2.04). It means that the hypothesis is accepted. In other words, the implementation of comprehension monitoring strategy can improve students' reading comprehension in narrative text of the grade eight students at SMP Negeri 1 BolanoLambunu.

DISCUSSION

In this section, the researcher discusses about the findings of research. The English teacher of SMP Negeri 1 BolanoLambunu recommends that the researcher should conduct the research in those classes, namely class A as experimental group and class C as a control group because they still have problems in learning English particularly in reading comprehension. Both of the classes were given pretest and posttest.

The researcher did the pretest to find out the students' prior knowledge in reading narrative text. It was administered to experimental group. By giving the pretest the researcher also obtained the first data which can be used as comparison of the student's improvement after the treatment. Based on the result of the students' pretest, it can be seen that only four students of the experimental class got high score of the minimum passing grade (74) of the school. The highest score is 76 and the lowest score is 22. It means that the students have problem in reading comprehension. When the students read a text they are

lack on vocabulary and comprehending the text so it is difficult for them to remember the meaning of words, and to find the specific information in reading texts.

The researcher also administered pretest to the control class. The result of the students' pretest of control class showed that eight students got high scores (96, 90,84,84,84,82,74,74) they are greater or same score than the minimum passing grade (74). Meanwhile, the rest of the students got lower score (below 74). The highest score is 96 and the lowest score is 6. It means the ability of students in control class is higher than the students in the experimental class in reading comprehension.

In doing the pre-test, the researcher found that the students still got difficulties in same case. They have lack of vocabulary. Most of the students only read a text without knowing what the content of the text is. They fail to catch the meaning of the word in the text because many words have more than one meaning that make students confused to determine the meaning. As a result, the students make mistakes when answering the questions

After getting the students' problems based on the result of the pretest, the researcher gave treatments to the students in the experimental class for six meetings. Each meeting consisted of 2x40 minutes. The researcher used comprehension monitoring strategy to teach reading narrative text to experimental class. Whereas the control class was taught by the researcher with conventional way as their teacher taught in school.

In first meeting, the researcher taught about definition, generic structure, and language features of narrative text.The researcher gave example of narrative text to the students. Then the researcher distributed the narrative text to the students and asked them to read the text (story). While the students read the text, the researcher applied comprehension monitoring strategy. Teaching reading comprehension through comprehension monitoring strategy was started by asking the students to ignore and read on unknown words and phrases and continuing reading because theythink those unknown words or phrases are unimportant information, which do not distract their comprehension. Next, the researcher asked the students to skip their judgment toward unknown words, phrases or sentences, and after they understand later sentences or paragraphs, they go back and comprehend previous unknown parts. Then, the researcher asked the students to make a tentative hypothesis toward unknown words, phrases or sentences, and as reading continues they examines the correctness of the hypothesis. Next, the researcher asked the students to reread current sentences or look for a tentative hypothesis. The students reread current sentences for better

comprehension of the texts and sometimes finds some clues within the sentences. After that, the researcher asked the students to rereads the previous context, or sometimes the following context, and uses context clues to comprehend the text. Last, the researcher asked the students to monitor their self. The students take actions to evaluate their performance to verify whether the comprehension is correct or not. Second until six meetings the researcher applied the same strategy but different story.

After giving the treatments, the researcher administered the posttest to both control and experimental groups in order to find out the students' progress after the treatment. The researcher did posttest for experimental and control class. In the posttest, the test was in the same form as the pretest but in different questions. From the posttest to both experimental and control class, the researcher found that mean score of the experimental class after treatment is 91.88 whereas the mean score of the control class after treatment is 75.11. Based on the result, it showed that the score of students in experimental class was higher than the score of students in control class. It indicates that the students' reading comprehension of the experimental class has been improved.

After having the mean scores of the experimental and control class, the researcher found that the sum square deviation of the experimental class was 24624 whereas the sum square deviation of the control class was 6148. Based on the sum square deviation of each class, the result of the t-counted is 4.59 and the result of t-table is 2.04. The results of the experimental class that used comprehension monitoring strategy outperformed better than control class that did not use comprehension monitoring strategy. This means that comprehension monitoring strategy had a strong influence to reading comprehension. It because when the researcher applied this strategy, she did several steps: the researcher asked the students to ignore and read on the story, suspend judgment, form a tentative hypothesis, rereads current sentences for better comprehension of the texts and sometimes finds some clues within the sentences. reread the previous context. The students reread the previous context, or sometimes the following context uses context clues to comprehend the text, and monitor their self.

After conducting this research, the researcher believes that the use of comprehension monitoring strategy is very useful in terms of improving reading comprehension of the students. Related to the effectiveness of comprehension monitoring strategy, other researcher has proved it. The first researcher was supported by Aryasanti (2013), that Reading comprehension of the seventh grade students of SMP Harapan Nusantara Denpasar can be develop by applying comprehension monitoring strategy. She implemented a

classroom action research. It was effective to improve the students reading comprehension. Another researcher was conducted by Adimora, Nwokenna, and Omeje (2017) who were conducted a similar strategy. They were used quasi experimental group design. The result of their research indicated that comprehension monitoring strategy is effective for teaching reading comprehension. Both researchers explained that comprehension monitoring strategy can improve the students' reading comprehension.

CONCLUSION

After discussing and analyzing the data statistically, the researcher concludes the result of this research based on the research questions. The reading comprehension of narrative text of the grade eight students at SMP Negeri 1 Bolanolambunu can be improved through comprehension monitoring strategy. It is proven by comparing the score between the t-counted and the t-table, where the result of the t-counted (4.59) which is greater than the t-table (2.04). It means that the research hypothesis is accepted. Then, the use of comprehension monitoring strategy has contribution in improving students reading comprehension, especially in reading narrative text. Furthermore, teaching reading narrative text by using comprehension monitoring strategy may become one way to improve the students' reading comprehension and increase their vocabulary in learning English.

SUGGESTIONS

The researcher needs to provide the suggestion to teachers, students, and readers. First, English teacher is recommended to use comprehension monitoring strategy in teaching English, especially in reading comprehension. The comprehension monitoring strategy allows teacher to move from the traditional strategy. So it can develop the learning models that are effective, efficient, and able to engage students to be active in learning English. Second, it is suggested to the students to increase their vocabulary. Therefore, when the teacher asks the students to read a narrative text, every student must have dictionary to make them easily to find out difficult words. Third, it is suggested for further researcher to conduct the research in order to improve reading comprehension especially in junior high school. Furthermore, readers can use the result of this research for further studies.

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