

**THE EFFECT OF USING MONITORING COMPREHENSION
STRATEGY TOWARDS STUDENTS' READING
COMPREHENSION ON NARRATIVE TEXT
OF THE SECOND YEAR AT MA
DARUSSALAM ROKAN
HULU REGENCY**



By

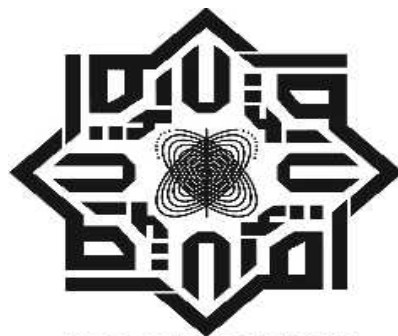
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Thesis

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for Getting Bachelor Degree of Education
(S.Pd.)



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ABSTRACT

Usrotul Husnah, (2013): The Effect of Using Monitoring Comprehension Strategy towards Students' Reading Comprehension on Narrative Text of the Second Year at MA Darussalam Rokan Hulu Regency .

Based on the writer's preliminary observation, it was found that some of the students were not able to identify the meaning of difficult words based on the context. Some of the students were not able to identify the main idea of narrative text. Some of the students were difficult to find the detail information in reading narrative text. Some of the students were not able to comprehend the content of narrative text. So, the writer was interested in carrying out the research about this problem.

The research was administered at MA Darussalam Rokan Hulu Regency . The subject was the second year students of Darussalam Islamic Senior High School at Rokan Hulu Regency, and the object of this research was the effect of using Monitoring Comprehension Strategy towards Students' reading comprehension on narrative text. The design of this research was Pre-Experimental Research.

The population of this research was the second year students. The number of population was 32 students. They were in one class; XI, this class consisted of 32 students. Because the number of population was small, the writer used total population sampling, deciding class XI as an experimental class. To analyze the data, the writer adopted independent sample t-test formula by using software SPSS 16.

After analyzing the data, the writer found that there is a significant effect of using Monitoring Comprehension strategy towards students' reading comprehension on narrative text at the second year of MA Darussalam, where T shows 7.031, at significant level 5% it shows 2.04, and at level 1% it shows 2.75. We can read $2.04 < 7.031 > 2.75$. It means null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted. In other words, there is a significant effect of using monitoring comprehension strategy towards students' reading comprehension on narrative text at the second year of MA Darussalam Rokan Mulu Regency.

ABSTRAK

Usrotul Husnah, (2013): Pengaruh Penggunaan Strategi Monitoring Comprehension terhadap Pemahaman Membaca Teks Narative Siswa pada Kelas Dua di MA Darussalam Kabupaten Rokan Hulu

Berdasarkan penelitian pendahuluan penulis, sebagian siswa tidak mampu memaknai kata-kata sulit berdasarkan teks. Sebagian siswa tidak mampu memaknai ide pokok dalam teks narrative. Sebagian siswa sulit mencari informasi secara terperinci di dalam bacaan teks narrative. Sebagian siswa tidak mampu memahami isi teks narrative . Jadi, penulis tertarik untuk melakukan penelitian tentang masalah tersebut.

Penelitian ini dilakukan MA Darussalam kabupaten Rokan Hulu. Subjek dari penelitian ini adalah siswa tahun kedua MA Darussalam kabupaten Rokan Hulu, dan objek dari penelitian ini adalah pengaruh penggunaan strategi Monitoring comprehension terhadap pemahaman bacaan siswa dalam teks narrative. Adapun jenis penelitiannya adalah Pre-Eksperiment.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan jumlah populasi adalah 32 siswa. Mereka dalam 1 kelas; XI. Di dalam kelas terdiri dari 32 siswa. Dikarenakan jumlah populasi kecil, penulis menggunakan total population sampling dengan memutuskan kelas XI sebagai kelas experiment dan. Untuk data analisisnya, penulis menggunakan independent sample t-test dengan menggunakan software SPSS 16.

Setelah data dianalisis, penulis menemukan pengaruh yang signifikan dari strategi Monitoring Comprehension terhadap pemahaman membaca teks narrative siswa, dimana T menunjukkan 7.031 pada level signifikan 5% adalah 2.04, dan pada level signifikan 1% adalah 2.75. Dapat dibaca $2.04 < 7.031 > 2.75$. Itu berarti null hypothesis (H_0) ditolak, dan alternative hypothesis (H_a) diterima. Dengan kata lain, ada pengaruh yang signifikan dari penggunaan strategi Monitoring Comprehension untuk meningkatkan pemahaman membaca teks narrative siswa tahun kedua MA Darussalam Kabupaten Rokan Hulu.

CHAPTER IV: THE DATA PERSENTATION AND THE DATA ANALYSIS	
A. The Data Presentation.....	48
B. The Data Analysis Reading Comprehension Pretest.....	48
C. The Data Analysis Reading Comprehension Posttest.....	51
CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusion.....	57
B. Suggestion.....	58
BIBLIOGRAPHY	
APPENDICES	

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the activities done by English learners as one of the language skills. Reading cannot be understood if the readers do not have skill in grammar and vocabulary. The idea above is supported by Nunan that says “reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation”.¹

Based on the competence syllabus of English subject for the second year students of senior high school, the students must achieve two competences, those are standard and basic competences. For the standard competence, the students are required to comprehend the meaning of short functional text and simple essay in form of report, narrative and analytical exposition in context of daily activity and to access the knowledge. Moreover, for the basic competence, the students must be able to respond meaning in short functional text (for example banner, poster, pamphlet) formal and informal uses, kinds of written language accurately, fluency and to interact in context of daily life.²

MA Darussalam Rohul is a Private islamic senior high school in Rohul, located in Pekanbaru-Bangkinang street. The school also uses School Based Curriculum (KTSP) in teaching process. The technique used by English

¹ David, Nunan. *Language Teaching Methodology: A Textbook for Teachers*, Prentice Hall, U.K 1991, p. 72

² Department of National Education, *School Based Curriculum Syllabus of English*.2006, p. 132

teacher is conventional technique. In teaching process, the teacher has taught types of genre texts available in the students' text books. The teacher asks the students to read the text and discuss the meaning of difficult vocabularies and then answer the questions of the text. At the end of the class, the students submit their tasks.

But the facts, some of the students cannot fill the minimum criteria of passing grade stated by school. The passing grade is 6.5. Based on the writers' preliminary observation by interviewing the teacher of English subject in the school and interviewing the students at the second year of Islamic senior high school of Darussalam, the writer found a lot of symptoms as follows:

1. Some of the students are not able to identify the meaning of difficult words based on the context.
2. Some of the students are not able to identify the main idea of narrative text.
3. Some of the students are difficult to find the detail information in reading narrative text
4. Some of the students are not able to comprehend the content of narrative text.

The symptoms above may be caused by both internal and external factors, such as time used for learning, students' strategy of learning, ability of students as the internal factors. While the difficulties of reading are regarding the external factors that cause the students' problems in learning reading. Therefore, the writer wants to try applying an activity in teaching English,

called “monitoring comprehension strategy”. The purpose of this activity is to give students the opportunity to practice the deeper level structure of comprehension.

Metacognition is the reader’s conscious awareness or control of cognitive process. The metacognitive processes that the reader uses are those involved in monitoring understanding.³ Students become aware of what they know and do not know while they are reading. Active reading slows students down to interact with the text by reading for new ideas, deciding what they know or do not know, and asking questions about the text.⁴

By using this activity is hoped that the students can be easy to understand reading comprehension especially in term of comprehending narrative text.

Based on the symptoms that the writer explains above, so it is clear that some of the students in MA Darussalam Rohul still face obstruction and difficulty in their reading comprehension of narrative text. Therefore, the writer is interested in investigating this problem, by conducting a research entitled “the Effect of Using Monitoring Comprehension Strategy toward Students’ Reading Comprehension on Narrative Text at the Second Year of MA Darussalam Rokan Hulu Regency”.

³ Janette K. Klingner, Sharon Vaughn, and Alison Bordman. *Teaching Reading Comprehension to Students with Learning Difficulties*, The Guilford Press: New York, 2007, p. 11

⁴ Katherine, Wiesolek Kuta. *Loc, Cit*

B. Definition of the Term

1. Monitoring comprehension

The purpose of this activity is to give students the opportunity to practice the deeper level structure of comprehension called “monitoring” or “metacognition.”⁵ Metacognition is the reader’s conscious awareness or control of cognitive process.⁶

2. Reading comprehension

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)⁷

C. Problem

Based on the background illustrated above, it is very clear that the students still have a lot of problems especially in terms of comprehending the narrative text.

1. Identification of the Problem

Based on the problem depicted in the background of the problem, the problems of this research are identified as follows:

- a. How are some of the students unable to identify the meaning of difficult words based on the context?

⁵ *Ibid.*

⁶ Janette K. Klingner, Sharon Vaughn, and Alison Bordman, *Loc, Cit.*

⁷ *Ibid.*, p.8

- b. How are some of the students unable to identify the main idea of narrative text?
- c. What makes some of the students difficult to find the detail information in reading narrative text?
- d. What make some of the students unable to comprehend the content of narrative text?

2. Limitation of the Problem

Based on the identification of the problems above, it is clear that there are many problems in this research. Thus, the problems of this research are focused on the effect of using monitoring comprehension strategy toward students' reading comprehension on narrative text.

3. Formulation of the Problem

Based on the problems limited above, thus, the research questions are formulated as follows:

- a. How is students' reading comprehension in narrative text before being taught by using monitoring comprehension strategy of the second year at MA Darussalam Rokan Hulu Regency?
- b. How is students' reading comprehension in narrative text after being taught by using monitoring comprehension strategy of the second year at MA Darussalam Rokan Hulu Regency?
- c. Is there any significant effect of using monitoring comprehension strategy toward students' reading comprehension on narrative text of the second year at MA Darussalam Rokan Hulu Regency?

D. Objective and Significance of the Research

1. Objective of the Research

This research has some objectives, they are:

- a. To find out students' reading comprehension on narrative text before being taught by using Monitoring Comprehension strategy.
- b. To find out students' reading comprehension on narrative text after being taught by using Monitoring Comprehension strategy.
- c. To find out the significant effect of students' reading comprehension on narrative text before being taught by using Monitoring Comprehension strategy and after being taught by using Monitoring Comprehension strategy.

2. Significance of the Research

- a. The research findings are hopefully contributing the writer, especially in term of learning research as a novice of a research.
- b. The research findings are also expected to give the positive contribution pertaining to the process of teaching and learning English, especially in term of the effect of using monitoring comprehension strategy toward reading comprehension on narrative text of the second year at MA Darussalam Rokan Hulu Regency.
- c. The research findings are also expected to be the practices and theories in order to develop the theories on teaching and learning English as a foreign language, and for those who are concerned in the world of language teaching and learning in general.

E. Reason for Choosing the Title

The reasons why the writer is interested in carrying out a research on the title above are based on several consideration.

1. The problem of this research is very crucial to be investigated in a research.
2. The title of this research is relevant with the status of the writer as a student of the English Education Department.
3. As far as the writer is concerned, the title of this research is not investigated by any other researchers yet.
4. The writer has her own ability to investigate the problem above pertaining to time, energy, location (distance) and finance.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the most important skills in learning language besides listening, speaking and writing. The students should be able to read the subject and get the information from the reading text. Reading is making meaning from printed and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill.¹ In other words, reading is an interactive process that goes on between the reader and the text, resulting in comprehension.² It means that when we read some written texts, there is an interaction between the reader and text, that the reader will transfer the meaning of the text or information from the text.

Reading is an active process which consists of recognition and comprehension skill.³ The process of reading may be broadly classified into three stages:

- a. The recognition stage. At this stage, the learner simply recognizes the graphic counterparts of the phonological items. For instance, he recognizes the spoken words in its written form. Difficulty at this stage

¹ Judi, Moreillon. *Collaborative Strategies for Teaching Reading Comprehension Maximizing Your impact*, American Librarian Association, United States of America, 2007, p. 10

² Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English As Foreign Language (TEFL)*. Alaf Riau Graha UNRI Press, Pekanbaru, 2007, p. 114

³M.F Patel and Praveen M. Jain. *Language Teaching: Methods, Tools and Techniques*, Sunrise Publishers and Distributors, Vaishali Nagar, Jaipur, 2008, p. 113

depends upon the difference between the script of the learners' mother tongue and English between the spelling conventions of two languages.

- b. The structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- c. The interpretation stage. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.⁴

According to Brown, there are several types of reading performance typically identified, and these will serve as organizers of various assessment tasks as follows:

- a. Perceptive. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuations, and other graphemic symbols. Bottom-up processing is implied.
- b. Selective: this category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language,

⁴ *Ibid.*, p. 114-116

certain typical task are used: picture-cued tasks, matching, true/false, multiple-choice, etc.

- c. Interactive. The focus of an interactive tasks is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed.
- d. Extensive. Extensive reading applies to texts of more than a page up to and includes professional articles, essays, technical reports, short stories, and books.⁵

Based on the definition of reading by the experts above, I conclude that reading is a reader activity having process and some purposes in reading a written language.

2. Reading Comprehension

The comprehending process require to use a flexible range of strategies, including constant monitoring, searching, connecting, and inferring all with the goal of depending understanding of the author's message.⁶ And reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁷

⁵ H. Douglas Brown, *Language Assesment Principle and Classroom Practices*. Longman, California, 2003, p. 189-190

⁶ Linda J.Dorn and Carla Soffos, *Teaching for Deep Comprehension a Reading Workshop Approach*, Stenhouse Publishers, Portland, Maine, 2005, p. 7

⁷ Catherine Snow. Chair, *Reading for Understanding Toward an R&D Program in Reading Comprehension*, RAND Reading Study Group, Arlington, 2002, p. 11

Reading is about understanding written texts. It is complex activity that involves both perception and thought. Reading consists of two related process: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.⁸

Reading is an activity with a purpose. A person may read in order to gain the information, for enjoyment, to enhance knowledge of the language being read, the purpose of reading also determines appropriate approach to reading comprehension.⁹ Based on the explanation above, the writer concludes that comprehension is the process in which the reader brings his or her prior knowledge to interact with the text.

Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and viewpoints.¹⁰

⁸ Elizabeth S.Pang, et al, *Teaching Reading: Switzerland International Academy of Education*, 2003, p. 6

⁹ Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Loc. Cit.*

¹⁰ Elizabeth S.Pang, et al, *Op. Cit.*, p. 14

There are two levels of thinking and how each can shape comprehension:

- a. Surface level. The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text. This retrieval process involves shortterm memory; thus, this level of understanding directly relates to the recency of the reading. The desire to think beyond the surface level requires motivation. A reader might process the strategies to think deeper, yet lack the interest to do so. A steady diet of surface level reading will inhabit the mind's potential for growth in knowledge.
- b. Deep level. The deep level of comprehension is a conceptual level of understanding resulted from the readers' ability to think beyond the text, thus integrating the authors' intentions with the readers' point of view. At this level, the author's message serves as a pivotal point in regulating the reader's deeper thinking. The text becomes reconstructed or tailored in the reader's mind to accommodate the readers' background experience and personal goals. Deep comprehension is the result of the mind analyzing and synthesizing multiple sources of information, thus lifting a reader's comprehension to new levels of meaning. Discussing a book with others has a significant influence on depth comprehension.¹¹

¹¹Linda J. Dorn and Carla Soffos, *Op. Cit.*, p. 14

According to Brown, the microskills and macroskills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension:¹²

a. Microskills

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macroskills

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.

¹² H. Douglas Brown, *Op. Cit.*, p. 187-188

- 2) Recognize the communicative functions of written text, according to form and purpose.
- 3) Infer context that is not explicit by using background knowledge.
- 4) Form described events, ideas, etc., infer links and connection between events, deduce causes and effects, and detect such relations as a main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Some principle strategies for reading comprehension:

- a. Identify your purpose in reading a text.
- b. Apply spelling rules and conventions for bottom-up decoding.
- c. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- d. Guess at meaning (of words, idiom, etc.) when you aren't certain
- e. Skim the text for the gist and for main ideas.
- f. Scan the text for specific information (names, dates, key words).
- g. Use silent reading techniques for rapid processing.

- h. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- i. Distinguish between literal and implied meanings
- j. Capitalize on discourse markers to process relationships.

3. Teaching Reading Comprehension

Based on Andrew P. Johnson's idea, reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. The main point in comprehending the text which is related to the goals that the teacher should teach it in order to make students understand the text.

There are three principles in teaching reading as follows, exploit the reader's background knowledge, build a strong vocabulary base, and Teach for comprehension. In addition, reading is a way to understand what the writer conveys to the reader.¹³

Reading is a communicative process. It is also an interactive process between the reader and the text. It is a means for communication between the reader and the writer. The process involves the reader, the text, and interaction between the reader and text. Considering the importance of reading in English language learning, a teacher's role is important in improving students' ability in reading. There are some reasons why reading is taught. They are:

¹³ Andrew P. Johnson. *Teaching Reading and Writing a Guide Book for Tutoring and Remediating Students*. Maryland: Rowman & Littlefield Publishers, Inc. 2008. p.3

- a. Many of the students want to be able to read texts in English either careers, for study purposes or simply for pleasure.
- b. Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.
- c. Reading texts also provide good models for English writing.
- d. Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts.
- e. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

There are some principle that should be concerned by teacher in teaching reading, they are:

1. Reading is not a passive skill

In reading, there are some activities that interact with each other (the reader and the text) thus activities are: understand what words mean, see the pictures, the words are painting, understand the arguments, and work out if we agree of them.

2. Students need to be engaged with what they read

The teacher should choose the interesting topic for the students in order that the students can get much more from what in front of them is.

3. Students should be encouraged to respond the content of a reading text, not just to the language

The teacher should give the students a chance to respond about the content or the message of the text and how their feelings about the text.

4. Prediction is the major factor in reading

The teacher should give students the hints / book cover, headline, the word processed page, so that they can predict what will be discussed and it will make them better and more engaged reader.

5. Match the task to the topic

The teacher not only should choose good reading topic but also the teacher should choose the good reading task – the right kind of questions, engaging and useful puzzle.

6. Good teachers exploit reading texts to the full

Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.¹⁴

Based on the explanation above the writer concluded that teaching reading is not only asking students to read the text, but also to guide them to comprehend the message of the text itself.

¹⁴ Harmer, Jeremy. *How to Teach English*. Edinburgh Gate: Edison Wesley Longman Limited. 2000. P. 68-70

4. The Assessment of Reading

In assessing reading, Brown categorizes reading assessment into several types, such as; multiple-choice, short- answer, editing (longer texts), etc.¹⁵ Besides, Hughes also explains about testing reading that will assess, such as; content, types off text, address and topic. In addition, Nation points out that comprehension test can use a variety of question forms, such as:¹⁶

a. Pronominal Question

These questions require learners to make a written answer which can range in length form of a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer questions.

b. True/ False, Yes/ No, Alternative Question and Multiple Choice

These question forms are all grouped together because the answer to the question is contained within the question or instructions, and thus the learners do not have to compose their answer. Multiple choice questions focus on details and more general aspects of the text. Multiple choices are useful when there are very large numbers of test to be marked.

¹⁵ H, Douglas Brown. *Principle of Language Learning and Teaching*, Fourth Edition. New York:Addison Wesley Longman. Inc. 2000. P. 204-207

¹⁶ I. S. p. Nasution. *Teaching ESL/EFL Reading and Writing*. New York: Roudledge Publisher. 2009. P. 77-79

c. Information Transfer

Incomplete information transfer diagrams can be used to measure comprehension of the text.

In the research, the writer just used multiple choices to assess the reading comprehension of the second year students of MA Darussalam Rokan Hulu Regency. To assess students' reading comprehension the research needs indicators. The indicators are also as the guidance for teacher and students what aspect should be reached. In this research, there are some indicators for reading comprehension, they are as follows:

- 1) The students are able to find out the main idea in reading narrative text
- 2) The students are able to find out the specific information in narrative text such as characters, time and place of the story in reading narrative text
- 3) The students are able to find the new vocabulary from the reading text
- 4) The students are able to find factual information of sentence
- 5) The students are able to understand the content of reading text

5. The Narrative Text

Narratives are stories involving a sequence of related events.¹⁷ There are various kinds of relationship between events in narrative. The most obvious kind is where one event causes another. Such causal connections link one event with another and function partly to give unity to the narrative, and partly to enable the narrative to draw moral

¹⁷ Martin Montgomery. Et.al, *Ways of Reading: Advanced Reading Skills for Students of English Literature*, Routledge Taylor & francis Group, New York, 2007, p. 251

conclusions about the consequences of actions. In the simplest narrative texts, there is a single series of events with causal connections between them.

The structure of narrative text is often called a “story grammar.”¹⁸ This term refers to the different elements that the reader can be expected to find in a story, such as the characters, setting, plot (including a problem that needs to be solved), and a resolution to the problem. Narratives include different types, or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real life adventures.

The narrative is commonly found in fiction and contains the following elements:

- a. Characters: the characters of the main characters in the story.
- b. Setting: the time, place, and content in which the information book place.
- c. Initiating event: the event that starts the action rolling in the story.
- d. Internal response: how the main characters react emotionally to the initiating event.
- e. Goal: what the main characters decide to do as a reaction to the initiating event (the goal they set)
- f. Consequence: how the main characters try to accomplish the goal.

¹⁸ Karen R. Harris and Steve Graham. *Op. Cit*, p. 77

g. Resolution: how the goal turn out.¹⁹

Narrative is an account of a sequence event, usually in chronological order. Relating to kinds of text, narrative is a text which retells the story or previous experiences. The purpose of the text is to entertain or amuse readers or listeners about the story.

a. Kinds of Narrative Text

There are several kinds of narrative text such comedy, mystery, romance, and horror. A poem can also be a narrative if it tells a story rather than just describing something. Common forms of narrative text are:

1) Legend

A legend is a narrative human action that is perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in conversational mode. Some define legend as folktale.

2) Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings.

3) Fairy tale

Fairy tale is an English language term for a type of short narrative. A fairy tale typically features such folkloric characters as fairies,

¹⁹ Robert J. Marzano, et.al. *Classroom Instruction that Work: Research Based Strategies for Increasing Student Achievement*, Association for Supervision and Curriculum Development, United States of America, 2001, p. 35

goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments.

b. The characteristic of narrative text

1) Communicative purpose of narrative text

To amuse/entertain the readers with a story that deals with complications or problems events.

2) Generic structure

a) Orientation: introducing people, time, and place

b) Complication: problem in story

c) Resolution: finishing of the problem

d) Reorientation: ending of the story

3) Language features

a) Past tense

b) Conjunctions

c) Adverbs

d) Action verbs

e) Saying verbs

f) Adjectives

g) nouns²⁰

²⁰ Samsul, Amri. *Modul Bimbingan Belajar*, Unpublished, Pekanbaru, 2012, p. 5-6

The example of narrative text:

The Mice and the Rats

Once upon time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the home of all the rats. Many of them were even crushed to death.

Then talking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunter came to the jungle and trapped a group of elephant in huge nets. The elephant's king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nests which had trapped the elephant's herd. The elephant's herd was totally set free. They danced with joy and thank to the rats.

Based on the explanation above narrative is a text to entertain the reader with a story that consists of complication and problematic events and the last story find the resolution.

6. The Factors Influencing Students' Reading Comprehension in Narrative Text

Comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials.²¹ They are eight factors that may influence the comprehension. They are as follows:

- a. Limited of vocabulary knowledge
- b. Lack of fluency
- c. Lack of familiarity with the subject matter
- d. Difficulty level of the text (readability)
- e. Inadequate use of effective reading strategies
- f. Weak verbal reasoning
- g. Problems with processing information
- h. Problems in recalling information after reading.

7. The Monitoring Comprehension Strategy

The purpose of this activity is to give students the opportunity to practice the deeper level structure of comprehension called “monitoring” or “metacognition.”²² Metacognition is thinking about thinking. Metacognitive strategies can be taught to help students mentally process the information they read and to recognize what they can do to build future

²¹ Francoise Grellet. *Developing reading skills. Partical guide to reading comprehension exercises*, Cambridge university press, New York, 1981. p. 64

²² Katherine, Wiesolek Kuta. *Loc. Cit.*

success. Metacognition can be used when students first preview the book, to clarify their purpose for reading, and to set reading goals.

As students read, metacognition strategies can help them recognize what they do or do not understand. Comprehension metacognition practice can be promoted by directing, modeling, scaffolding, and practicing to help students identify what they do not understand and select the best individual strategies to resolve their comprehension difficulties.²³

Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (i.e., repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.²⁴ .” Students become aware of what they know and do not know while they are reading. Active reading slows students down to interact with the text by reading for new ideas, deciding what they know or do not know, and asking questions about the text.²⁵

Good readers monitor whether they are comprehending text effectively. One counterintuitive result of comprehension research is that most child and adult readers have a poor ability to calibrate the success of

²³ Judi Willis, M.D. *Teaching the Brain to read Strategies for Improving Fluency, Vocabulary, and Comprehension*, Association for Supervision and Curriculum Development, Alexandria, Virginia USA, 2008, p. 155

²⁴ Janette K. Klingner, Sharon Vaughn, and Alison Bordman, *Loc. Cit.*

²⁵ Katherine, Wiesolek Kuta, *Loc.Cit.*

their comprehension. Comprehension calibration can be measured by asking readers to rate how well they comprehend a text and correlating such ratings with their comprehension scores on an objective test. Another way to calibrate comprehension is to plant contradictions in a text and to observe whether the reader detects them. Such contradictions are not detected by a surprising number of adult readers.

Readers show a strong tendency to have an “illusion of comprehension” by pitching their expectations at handling the surface code, explicit text base, and other shallow levels of representation. They need to be trained to adjust their metacognitive expectations and strategies to focus on the deeper levels. This has important implications for teacher training and textbook design. There need to be adjunct aids or activities that challenge the students’ misconceptions about comprehension.

a. Deeper-Level Comprehension Operations

It is widely acknowledged that students rarely acquire a deep understanding of the technical, expository material knowledge, such as a list of concepts, a handful of facts about each concept, and simple definitions of key terms. It takes more effort and thought to acquire the difficult conceptualizations and the deep coherent explanations that would organize such shallow knowledge. The deeper knowledge is needed to fortify learners for generating inferences, solving problems, reasoning, and applying their knowledge to practical situations. The deeper levels of

Bloom's (1956) taxonomy of cognitive mastery are not adequately taught, achieved, and tested in most curricula. According to Bloom's taxonomy of cognitive objectives, the cognitive processes with higher numbers are more difficult and require greater depth of thinking.

b. Navigation

Particularly for electronic texts, an additional skill that we call *navigation* becomes important. This skill consists of knowing how to access hyperlinks as well as knowing how to move forward and backward in electronic text. They are supposed to read in their courses. Students normally settle for shallow.²⁶

The following are instructions to prompt student metacognition

- a. Stop periodically and consider if you understand what you just read.
Try to summarize the information.
- b. Check what you are reading against what you already know.
- c. Make predictions about what is to come, and continually construct and revise a sense of the whole out of the parts.
- d. Identify the comprehension problem is it a confusing vocabulary word, difficulty recalling past information about a character named in the passage, confusion about what happened previously that connects with the current action?
- e. Consider the strategies you have used before: look up the vocabulary word, check your graphic organizer or timeline, look back through the

²⁶ Catherine Snow. Chair, *Op. cit.*, p. 108

text, look ahead to see if the information in the next page will clarify your confusion. After repeated experience with their metacognitive strategies, students become more comfortable moving among the different strategies for different purposes.

- f. Metacognition is reinforced if after using a successful strategy students write a brief note on a list they keep of strategies that will serve them well in the future. These can be shared with classmates in whole-class discussions and added to class strategy lists.²⁷

8. Using Monitoring Comprehension Strategy towards Students' Reading Comprehension in Narrative Text

The purpose of this activity is to give students the opportunity to practice the deeper level structure of comprehension called “monitoring” or “metacognition”. Students become aware of what they know and do not know while they are reading. Active reading slows students down to interact with the text by reading for new ideas, deciding what they know or do not know, and asking questions about the text. This activity is “during reading” activity, so students may interact with and comment on the text as they read.²⁸

In this activity the teacher uses the procedures as follows:

- a. This activity is a “during reading” activity, so students may interact with and comment on the text as they read.

²⁷ Judi.Willis.M.D, *Op. Cit*, p. 155-156

²⁸ Katherine, Wiesolek Kuta, *Loc. Cit*.

- b. Use the strategy of “thinking aloud” to model the ideas of reading aloud and tell the class what you are thinking while the words are being processed inside your mind.
- c. Assign students a portion of the text and ask them to practice in pairs and share.
- d. At independent stage, ask students to cut out the boxes on the handout and use the main ideas to group notes.
- e. Each person should take a turn sharing the notes and pasting them on a larger sheet of poster paper.
- f. These ideas can then be started into categories for further understanding.
- g. As students share the information that is not understood and the questions, direct the discussion toward the specific misconceptions, questions, and interests of the class.
- h. The more authentic the interaction with text, the more ownership and comprehension will increase.²⁹

Based on the explanation above, this strategy is appropriate with reading comprehension.

B. Relevant Research

Relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research.³⁰

²⁹ *Ibid.*, p. 76

1. The first relevant research of this research was conducted by Nahrika Yanti,³¹ entitled “The Effect of Using Preview, Question, Read, Reflect, Recite and Review (PQ4R) Strategy toward Students’ Ability in Reading Recount Text at the First Year of Senior High School 2 Benai of Benai District of Kuantan Singing Regency”. She found that the students’ reading comprehension on Recount text was increasing by using Preview, Question, Read, Reflect, Recite and Review (PQ4R) Strategy. She concluded that Ha is Accepted or there is a significant effect of using PQ4R Strategy toward students’ ability in reading recount text at the first year of senior high 2 Benai of Benai Discrit of Kuantan Singingi Regency.
2. The second relevant research of this research was conducted by Syofian Hadi,³² entitled “The Effect of Using Cause and Effect Technique toward The Students’ Reading Comprehension of The Persuasive Text of The Second Year at SMA PGRI Pekanbaru”. He found that there is a significant effect of reading comprehension in persuasive text of the students taught by using cause and effect technique.

³⁰ Syafi’I, *From Paragraph to a research Report: a Writing of English for Academic Purposes* LBSI. Pekanbaru, 2007.p.122

³¹ Nahrika Yanti. *The Efeect Of Using Preview, Question, Read, Reflect, Recite and Review (PQ4R) Strategy Toward Students’ Ability in Reading Recount Text at The First Year Of Senior High School 2 Benai of Benai Discrit of Kuantan Singing Regency*. Unpublished, Pekanbaru, 2012

³² Syofian Hadi. *The Effect of Using Cause and Effect Technique Toward the Students’ Rreading Comprehension of The Persuasive Text at The Second Year of SMA PGRI Pekanbaru*. Unpublished, Pekanbaru, 2012

C. Operational Concept

The operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easier to measure. This research consists of two variables, they are variable X and Y. variable X as independent (monitoring comprehension strategy) and variable Y as dependent (students' reading comprehension on narrative text). The following treatment is a collection of procedures of the implementation of monitoring comprehension strategy, it can be seen as the steps below:

The indicators of variable X (monitoring comprehension strategy on narrative text) are as follows:³³

1. Teacher gives the narrative text to the students in the class
2. The teacher gives the handout for their monitoring comprehension
3. The teacher uses the strategy of "thinking aloud" to model the ideas of reading aloud and tells the class what teacher is thinking while the words are being processed inside mind
4. The teacher assigns students a portion of the text and asks them to practice in pairs and share.
5. At independent stage, the teacher asks students to cut out the boxes on the handout and uses the main ideas to group notes.
6. The teacher teaches person that should take a turn for sharing the notes and pasting them on a larger sheet of poster paper.

³³ Katherine, Wiesolek Kuta, *Loc. Cit*

7. The teacher asks students to share the information with the teacher, that is not understood and the questions, direct the discussion toward the specific misconceptions, questions, and interests of the class.

The indicators to measure variable Y (students' reading comprehension on narrative text).

The writer determines some indicators for reading comprehension as follows:³⁴

1. The students are able to find out the main idea in reading narrative text.
2. The students are able to find out the specific information in narrative text such as characters, time and place of the story in reading narrative text.
3. The students are able to find the new vocabulary from the reading text.
4. The students are able to find factual information of sentence.
5. The students are able to understand the content of reading text.

D. Assumption and Hypotheses

1. Assumption

In this research, the writer assumes that the better the Monitoring Comprehension Strategy is applied in teaching and learning narrative text, the better students' comprehension on reading narrative text will be.

³⁴ Arthur, Hughes. Testing for Language Teacher 2nd. Cambridge University Press. UK. 2003, p. 10

2. Hypothesis

- a. H_0 : There is no significant effect of using Monitoring Comprehension strategy towards students' reading comprehension on narrative text.
- b. H_a : There is a significant effect of using Monitoring Comprehension strategy toward students' reading comprehension on narrative text.

CHAPTER III

THE RESEARCH METHOD

A. Method of the Research

This study was a kind of experimental research. Experiment is test an idea (or practice or procedures) to determine whether it influences an outcome or dependent variable.¹ There were two variables in this research. They were variable X and Y. variable X means the effect of using monitoring comprehension strategy and variable Y means the students' reading comprehension of narrative text.

The design of this research used pre-experimental design, especially for one group pretest and posttest design. The purpose of this experimental research was to find out the effect of using monitoring comprehension on narrative text of the second year at MA Darussalam rokan hulu regency.

According to Gay and Airasian², the one group pretest and posttest design takes a group that is pretested, exposed to treatment, and post tested. In relation to that, a group of the students was pre tested using reading assessment that measured students' reading comprehension of narrative text. Then the Monitoring Comprehension as medium for teaching reading had been implemented as treatment for eight meetings. At the end of the research, the students were post-tested by using the same instrument. The score of

¹ John. W. Creswell. *Educational Research: Planing, Conducting, and evaluating Quantitative and Qualitative Research*. Pearson Education, New Jersey, 2008, p. 299

² L.R., Gay, & Peter Airasian. *Educational Research: Competencies for Analysis and Application*. (6th ed.). (Upper Saddle River, New Jersey: Merril Publishing Company, 2000)p.372

pretest and post test were compared to find out the effect of using Monitoring Comprehension. According to Donald T. Campbell and Julian C. Stanley, the types of this research can be designed as follows:³

O¹ X O²

In which:

O¹: Pretest

X: Treatment

O²: Posttest

B. Time and location of the Research

This research was conducted from March to April 2013. The location of this research was private Islamic senior high school Darussalam, Saran Kabun, Kabun Decstreet, Rohul regency.

C. Subject and Object of the Research

1. Subject of the Research

The subject of this research was the second year students of MA Darussalam Rokan Hulu Regency 2012/2013 academic year.

2. Object of the Research

The object of this research was the effect of using monitoring comprehension strategy toward students' reading comprehension on narrative text.

³ Donald T. Campbell and Julian C. Stanley. *Experimental and Quasi Experimental Designs for Research*, Houghton Mifflin Company, U.S.A, 1963, p. 13

D. Population and Sample

1. Population

The population of this research was the second year students at MA Darussalam Rokan Hulu Regency. The total of the second year students was 32 students. The detail number of students includes in the following table:

TABLE III.1

No	Class	Female	Male	Total
1.	XI IPS	15	17	32
Total				32

2. Sample

The sample of the research was one class; XI IPS (32 students). Arikunto states that amount of the subject is less than 100, it is better to take all the population and if the amount of the subject is more than 100, it is better to take sample about 10-15% or 20-25% of the population.⁴ For this condition, the writer took the total number of population as sample. The technique used in taking the sample was total sampling.

E. The Collecting of Data

In order to get some data are needed to support this research, the writer applied the procedures as follows:

1. Observation

This procedure was carried out to observe directly the process and the result on the effect of using Monitoring Comprehension Strategy towards

⁴ Suharsimi Arikunto.2006. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Edisi Revisi VI. Rineka Cipta, Jakarta, p. 134

Students' Reading Comprehension on Narrative Text of The Second Year at MA Darussalam Rokan Hulu Regency. The writer did observation in the classroom during teaching and learning process.

2. Test

Testing was the way in which the information about people language ability can be gathered. The test was distributed to measure the students' reading comprehension on narrative texts. The test was divided into two tests; pre-test which was given before the treatment and post-test was given after doing the treatment. The test would be a multiple choices. Hughes stated that the item requires the students to select the correct answer, which offers overworked teacher of the tempting possibility of an easy and consistent process of scoring and grading⁵. Multiple choices can assess the students' reading comprehension.

3. Try Out

Try out was used to know validity and reliability. The researcher conducted try out at MA Anshor Al-Sunnah. There were twenty questions. They were social major. The result can be seen in the appendix.

F. Technique of Data Analysis

In this research, the writer analyzed the data by using statistical method. The writer used the criteria of measuring the test score to find the effect of using monitoring comprehension strategy towards students' reading

⁵Douglass Brown & Abeywickrama Priyanvada, 2010. *Language Assessment "Principles and Classroom Practices"*. Second Edition. White Plains: Pearson Longman. p. 67.

comprehension strategy on narrative text of the second year at MA Darussalam Rokan Hulu Regency, the criteria can be seen as follows:

TABLE III.2

Score	Categories
0.80-1,00	Very good
0.60-0.80	Good
0.40-0.60	Enough
0.20-0. 40	Less
0,00-0.20	Fail

In order to find out whether there is a significant effect of using monitoring comprehension strategy towards students' reading comprehension on narrative text of the second year at MA Darussalam Rokan Hulu Regency, the data were analyzed statistically. In analyzing the data, the writer used score of pretest and post test of experimental class. The technique of data analysis used in this research was T-test formula. According to Hartono, T-test is one of the statistic tests that is used to know whether or not there is significant difference of the two samples of mean in two variables.⁶ The different mean was analyzed by using paired sample T-test SPSS 16 version.

The T-table was employed to see whether or not there is significant effect between the mean score of pre test and post test in experimental class. The t-obtained value was consulted with the value of t-table at the degree of freedom (df) = N-1.

⁶ Hortono. *Statistik Untuk Penelitian*, Pustaka pelajar, Yogyakarta, 2009. p. 165

Statistically hypotheses are:

$$H_a = t_0 > t\text{-table}$$

$$H_0 = t_0 < t\text{-table}$$

H_a is accepted if $t_0 > t\text{-table}$ or there is significant effect of using Monitoring Comprehension strategy towards Students' Reading Comprehension on Narrative Text of the Second Year at MA Darussalam Rokan Hulu Regency

H_0 is accepted if $t_0 < t\text{-table}$ or there is no significant effect of using Monitoring Comprehension strategy towards Students' Reading Comprehension on Narrative Text of the Second Year at MA Darussalam Rokan Hulu Regency

G. The item Difficulties, Validity and Reliability

1. The item difficulties

Before getting the data, the researcher used all of the items in try out. Try out was intended to know the value of the test. The value itself was used to find out the level of difficulties of each item. The standard of value used was 0.30 and 0.70⁷.

The items that could not fulfil the standard value were replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy.

⁷ Suharsimi Arikunto. *Dasar – Dasar Evaluasi Pendidikan*, Bumi Aksara, Jakarta, 2009, p.207-208

The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula:

$$P = \frac{B}{JS}$$

In Which:

P = Difficulty level

B = The number of correct answer

JS = The number of students

For example, if the number 1 was correct by 8 students of 20 students, the difficulty could be calculated as follows:

$$P = \frac{B}{JS}$$

$$P = \frac{8}{20}$$

$$P = 0.4$$

If the value was changed into percentage, it could be calculated $0.4 \times 100\% = 40$. The value was considered standard, and could be used to get the data. In other words, the item did not need to be changed. After doing try out, the researcher found that there was no any item modified because the level of difficulty reached the standard item of difficulty. Then, the proportion correct was represented by “p” , whereas the proportion incorrect was represented by “q”.

The data obtained by using posttest and was evaluated in 5 components:

- a. The students are able to find out the main idea in reading narrative text.
- b. The students are able to find out the specific information in narrative text such as characters, time and place of the story in reading narrative text.
- c. The students are able to find the new vocabulary from the reading text.
- d. The students are able to find factual information of sentence.
- e. The students are able to understand the content of reading text.

Table III.3

The students are able to find out the main idea in reading narrative text

Variable	Find out the main idea in reading narrative text					JS
Item No.	1	6	11	16	21	20
Correct	12	11	13	14	12	
P	0.6	0.55	0.65	0.7	0.6	
Q	0.4	0.45	0.35	0.3	0.4	

Based on the table, the item numbers of question for finding out the main idea in reading narrative text are 1, 6, 11, 16, and 21. It shows that the proportion of correct answer of the test. The proportion of correct answer for test item number 1 is 0.6, the proportion of correct answer for test item number 6 is 0.55, the proportion of correct answer for test item number 11 is 0.65, the proportion of correct answer for test item number 16 is 0.7, and the proportion of correct answer for test item number 21 is 0.6. The total correct answer of finding out the main idea is 0.62. Then, based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of find out the main idea in reading narrative text are accepted.

Table III.4

The students are able to find out the specific information in narrative text such as characters, time and place of the story in reading narrative text.

Variable	Find out the specific information in narrative text					JS
Item No.	2	7	12	17	22	20
Correct	12	10	10	14	11	
P	0.6	0.5	0.5	0.7	0.55	
Q	0.4	0.5	0.5	0.3	0.45	

Based on the table, the item numbers of question for finding out the specific information in narrative text are 2, 7, 12, 17, and 22. It shows that the proportion of correct answer of the test. The proportion of correct answer for test item number 2 is 0.6, the proportion of correct answer for test item number 7 is 0.5, the proportion of correct answer for test item number 12 is 0.5, the proportion of correct answer for test item number 17 is 0.7, and the proportion of correct answer for test item number 22 is 0.55. The total correct answer of finding out the specific information is 0.57. Then, based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of find out the specific information are accepted.

Table III.5

The students are able to find the new vocabulary from the reading text

Variable	Find the new vocabulary from the reading text					JS
Item No.	3	8	13	18	23	20
Correct	8	10	9	10	7	
P	0.4	0.5	0.45	0.5	0.35	
Q	0.6	0.5	0.55	0.5	0.65	

Based on the table, the item numbers of question for finding out the new vocabulary are 3, 8, 13, 18, and 23. It shows that the proportion of correct answer of the test. The proportion of correct answer for test item number 3 is 0.4, the proportion of correct answer for test item number 8 is 0.5, the proportion of correct answer for test item number 13 is 0.45, the proportion of correct answer for test item number 18 is 0.5, and the proportion of correct answer for test item number 23 is 0.35. The total correct answer of finding out the new vocabulary is 0.44. Then, based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of finding out the new vocabulary are accepted.

Table III.6
The students are able to find factual information of sentence

Variable	Find factual information					JS
Item No.	4	9	14	19	24	20
Correct	8	11	10	11	6	
P	0.4	0.55	0.5	0.55	0.3	
Q	0.6	0.45	0.5	0.45	0.7	

Based on the table, the item numbers of question for finding factual information are 4, 9, 14, 19, and 24. It shows that the proportion of correct answer of the test. The proportion of correct answer for test item number 4 is 0.4, the proportion of correct answer for test item number 9 is 0.55, the proportion of correct answer for test item number 14 is 0.5, the proportion of correct answer for test item number 19 is 0.55, and the proportion of correct answer for test item number 24 is 0.3. The total correct answer of finding factual information is 0.46. Then, based on the standard level of

difficulty “p” is >0.30 and <0.70 . So, the items of find factual information are accepted.

Table III.7
The students are able to understand the content of reading text

Variable	Understand the content of reading text					JS
Item No.	5	10	15	20	25	20
Correct	11	13	10	13	14	
P	0.55	0.65	0.5	0.65	0.7	
Q	0.45	0.35	0.5	0.35	0.3	

Based on the table, the item numbers of question for understanding the content of reading text are 5, 10, 15, 20, and 25. It shows that the proportion of correct answer of the test. The proportion of correct answer for test item number 5 is 0.55, the proportion of correct answer for test item number 10 is 0.65, the proportion of correct answer for test item number 15 is 0.5, the proportion of correct answer for test item number 20 is 0.65, and the proportion of correct answer for test item number 25 is 0.70. The total correct answer of understand the content of reading text is 0.61. Then, based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of understanding the content of reading text of the text are accepted.

2. Validity

Every test, whether it is a short, informal classroom test, or a public examination should be as valid as the test constructor that can make it. The instrument of the test must aim at providing a true measure of the participation skill in which it is intended to measure. The instrument of the

test is valid if the instrument used can measure the thing that will be measured⁸.

The writer did try out twice. The purpose of try out was to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item.

To found validity, the writer used correlation product moment, the formula is as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

Where:

r_{xy} = correlation product moment x dan y

$\sum xy$ = total x dan y

$\sum X^2$ = X quadrant

$\sum Y^2$ = Y quadrant

$$r_{xy} = \frac{774}{\sqrt{846.12 \cdot 1830}}$$

$$r_{xy} = \frac{774}{\sqrt{1581339.6}}$$

$$r_{xy} = \frac{774}{1257.51} = 0.61$$

⁸ L.R., Gay, & Peter Airasian. *Op.Cit.*, p.23

According to Suharsimi Arikunto state the range of validity are⁹

Table III.8

NO	Classification	Score
1	Excellent	0,800-1,00
2	Good	0,600-0,800
3	Fair	0,400-0,600
4	Poor	0,200-0,400
5	Very Poor	0,00-0,200

The writer concluded if the validity test in 0.61, so the validity is good.

3. Reliability

Arikunto states that it is possible for the test is that reliable but not valid, whereas the test is valid automatically, it is reliable. To obtain the reliability of the test given, the writer used Sperman Brown formula as follows:¹⁰

Reliability Analysis

$$r_{11} = \frac{2 r_{1/2 1/2}}{1 + r_{1/2 1/2}}$$

In which :

R_{11} : instrument of reliability

$r_{1/2 1/2}$: Rxy that mean as correlation of index

$$r_{11} = \frac{2 \times 0.61}{1 + 0.61}$$

$$r_{11} = \frac{1,22}{1.61}$$

$$r_{11} = 0.757$$

To know the test is reliable or not, the value of r_{11} must be compared with r product moment. The value of r_{11} must be higher than r

⁹ Suharsimi Arikunto, *Op. Cit.*, p.75

¹⁰ Suharsimi arikunto, *Op.Cit.*, p. 180

table. From the calculation above the value of r_{11} is 0.757. Then the r_t at 5% grade of significance is 0.304. While r_t at 1% grade significance is 0.393. So, it can be concluded that $0.304 < 0.757 > 0.393$. In other words, the instrument is reliable because the value of r_{11} is higher than r_t .

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Data Presentation

The aim of this study was to obtain the Effect of Using Monitoring Comprehension Strategy towards Students' Reading Comprehension on Narrative Text of The Second Year at MA Darussalam Rokan Hulu Regency. The data of the research were the score of the students' pre-test and post-test. Before treatment, the researcher gave pre-test and post-test after that. The Reading test was about reading comprehension on narrative text. In the research, the total score of pre-test and post-test was significantly different. The total score of pre-test was 1628 while the highest score was 76 and the lowest score was 36. The total score of post-test was 2100 while the highest score was 88 and the lowest score was 40.

B. The Data Analysis of Reading Comprehension Pretest

There were 25 items of reading comprehension test given to 32 students in this research.

The data about pretest score in experimental class can be seen in the table below:

TABLE IV.1
Percentage of Pretest Score in Experimental Class

No	Category	Frequency	Percentage
1	Very good	0	0%
2	Good	4	12.5%
3	Enough	12	37.5%
4	Less	9	28.12%
5	Fail	7	21.87%
Total		32	100%

Students' reading comprehension score in pretest of experimental class falls into the level 56-65, meaning that, they belong to **enough** categories because the highest score is 12 (37.5%) of 32 students.

Table IV.2
The interval score for pretest experimental

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 28	2	6.2	6.2	6.2
32	1	3.1	3.1	9.4
36	3	9.4	9.4	18.8
40	4	12.5	12.5	31.2
44	2	6.2	6.2	37.5
48	4	12.5	12.5	50.0
56	5	15.6	15.6	65.6
60	5	15.6	15.6	81.2
64	2	6.2	6.2	87.5
68	2	6.2	6.2	93.8
72	1	3.1	3.1	96.9
76	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that there were 2 students who got score 28 (6.2%), 1 student got score 32 (3.1%), 3 students got score 36 (9.4%), 4 students got score 40 (12.5%), 2 students got score 44 (15.6%), 5 students got score 48 (12.5%), 5 students got score 56 (15.6%), 5 students got score 60 (15.6%), 2 students got score 64 (6.2%), 2 students got score 68

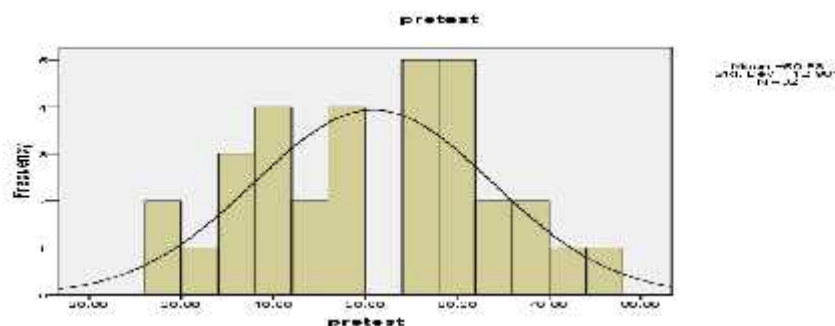
(6.2%), 1 student got score 72 (3.1%), 1 student got score 76 (3.1%). The highest frequency was 5 at the score of 56 and 60 . The total frequency was 32.

Table IV.3
Descriptive Statistics

Statistics		
Pretest		
N	Valid	32
	Missing	0
Mean		50.8750
Std. Error of Mean		2.29469
Mode		56.00 ^a
Std. Deviation		1.29808E1
Variance		168.500
Skewness		-.033
Std. Error of Skewness		.414
Kurtosis		-.902
Std. Error of Kurtosis		.809
Range		48.00
Minimum		28.00
Maximum		76.00
Sum		1628.00
Percentiles	25	40.0000
	50	52.0000
	75	60.0000

Based on the statistical description at the table above, it showed the detail description of the data pretest. It could be seen from the different mean, standard error of mean, median, mode, standard deviation and other data of pretest in experimental class.

To know more students' reading comprehension result given to the 32 students of the second year at MA Darussalam Rokan Hulu Regency, the writer gave it in the following histogram



The highest score of pretest in the experiment class was 76 that consisted of 1 student (3.1%). The lowest score of pretest in the experiment class was 28 that consisted of 2 students. And most of the students score was 56 and 60 that consisted of 5 students (15.6%).

C. The Data Analysis of Reading Comprehension Posttest

There were 25 items of reading comprehension test given to 32 students. In this research. In order to present the data about posttest score in experimental class can be seen in the table below:

Table IV.4
Percentage of Posttest Score in Experimental Class

No	Category	Frequency	Percentage
1	Very good	3	9.37%
2	Good	15	46.87%
3	Enough	10	31.25%
4	Less	4	12.5%
5	Fail	0	0 %
Total		32	100%

Students' reading comprehension score in posttest of experimental class falls in to the level 66-79 meaning that, they belong to **good** categories because the highest score is 15 (46.87%) of 32 students.

Table IV.5
The Interval Score for Posttest experimental
Posttest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	3.1	3.1	3.1
44	2	6.2	6.2	9.4
48	1	3.1	3.1	12.5
56	1	3.1	3.1	15.6
60	4	12.5	12.5	28.1
64	5	15.6	15.6	43.8
68	8	25.0	25.0	68.8
72	6	18.8	18.8	87.5
76	1	3.1	3.1	90.6
80	1	3.1	3.1	93.8
88	2	6.2	6.2	100.0
Total	32	100.0	100.0	

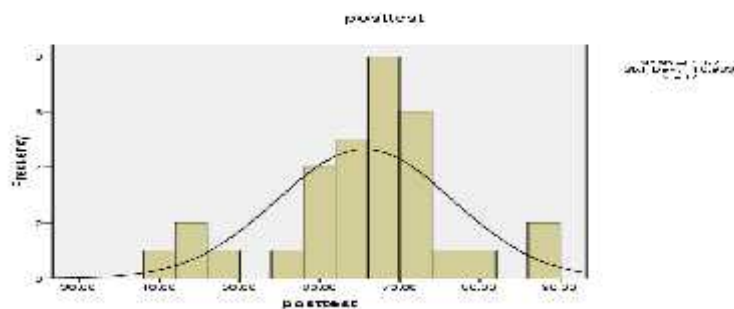
Based on the table above, it can be seen that there was 1 student who got score 40 (3.1%), 2 students got score 44 (6.2%), 1 student got score 48 (3.1%), 1 student got score 56 (3.1%), 4 students got score 60 (12.5%), 5 students got score 64 (15.6%), 8 students got score 68 (25.0%), 6 students got score 72 (18.8%), 1 student got score 76 (3.1%), 1 student got score 80 (3.1%), 2 students got score 88 (6.2%). The highest frequency was 8 at the score of 68 (25.0%). The total frequency was 32.

Table IV.6
Descriptive Statistics
Statistics

Posttest		
N	Valid	32
	Missing	0
Mean		65.6250
Std. Error of Mean		1.94156
Mode		68.00
Std. Deviation		1.09831E1
Variance		120.629
Skewness		-.416
Std. Error of Skewness		.414
Kurtosis		.839
Std. Error of Kurtosis		.809
Range		48.00
Minimum		40.00
Maximum		88.00
Sum		2100.00
Percentiles	25	60.0000
	50	68.0000
	75	72.0000

Based on the statistical description at the table above, it showed the detail description of the data posttest. It could be seen from the different mean, standard error of mean, median, mode, standard deviation and other data of posttest in experimental class.

To know more students' reading comprehension result given to the 32 students of the second year at MA Darussalam Rokan Hulu Regency, the writer gave it in the following histogram



The highest score of pretest in the experiment class was 88 that consisted of 2 student (6.2%). The lowest score of pretest in the experiment class was 40 that consisted of 1 student. And most of the students score was 68 that consisted of 8 students (25.0%).

Table IV.7
Paired Sample Statistics

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	50.8750	32	12.98075	2.29469
	Posttest	65.6250	32	10.98312	1.94156

Output Paired Samples statistics show mean pretest 50.8750 and posttest 65.6250, while N of two samples are 32. The standard of deviation of pretest showed 12.98075, and posttest showed 10.98312. The mean standard error pretest showed 2.29469 and Posttest showed 1.94156.

Table IV.8
Paired Sample Correlation

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	pretest & posttest	32	.520	.002

According to Ridwan et al, In the table Paired Sample Correlation Showed the correlation between before using Monitoring Comprehension strategy as a pretest and after using monitoring comprehension strategy as a posttest. The correlation was 0.520 for significant that was 0.002. Hypothesis that:

Ha= accepted that there is significance of students' reading comprehension on narrative text before and after being taught by using Monitoring Comprehension Strategy.

H_0 = is rejected that there is no significant effect of students' reading comprehension on narrative text before and after being taught by using Monitoring Comprehension strategy.

While the decision

If $\alpha = 0,05 < \text{sig}$, so H_0 is accepted and H_a is rejected

If $\alpha = 0.05 > \text{sig}$, so H_a is accepted and H_0 is rejected.

Based on analyzing from SPSS above, sig was 0.002

In fact that $0.05 > 0.002$, so H_a was accepted and H_0 was rejected. It means that there was significant effect of students reading comprehension on narrative text after using Monitoring comprehension strategy.

Table IV.9
Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-1.47500E1	1.18675E1	2.09791	-1.90287E1	1.04713E1	7.031	31	.000

Based on the output SPSS above, Paired-Sample T-test showed to know t observed and t table.¹

If t observed $>$ t table, H_a is accepted.

If t observed $<$ t table, H_0 is rejected.

¹ Ridwan, Adun Rusyana, Enas, *Cara Mudah Belajar SPSS 17.0 dan aplikasi statistic penelitian*, Bandung: alfabeta, 2011, p. 50

The number of coefficient comparative in t-test can be negative and positive. However, the negative number is not an algebra, but it is mentioned as differences of gain degree of the number.² It means that t observed = 7.031 and the negative sign is ignored. Based on the output SPSS above, it answered the hypothesis of the research that Ha is accepted because t observed = 7.031 and sig (2-tailed)= 0.000 with df=N-1 = 31. Because t table there is no in table so the writer took 30 because it is near than 31. t table= for 5%= 2.04 and 1% = 2.75. so, $2.04 < 7.031 > 2.75$. It means that Ho is rejected and Ha is accepted.

² Hartono, statistic untuk penelitian. Pekanbaru:LSFK, 2004, p.166

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and research finding in chapter IV, finally the research about the effect of using monitoring comprehension strategy towards students' reading comprehension on narrative text of the second year students at MA Darussalam Rokan Hulu Regency comes to the conclusion as follows:

1. Students' reading comprehension of narrative text before being taught by using Monitoring Comprehension strategy is categorized as enough level.
2. Students' reading comprehension of narrative text after being taught by using Monitoring Comprehension strategy is categorized as good level.
3. There is a significant effect on students' reading comprehension before being taught by using Monitoring Comprehension strategy at the second year of MA Darussalam Rokan Hulu Regency and those who are taught after being taught by using Monitoring Comprehension Strategy of the second year at MA Darussalam Rokan Hulu Regency.

So, it can be concluded that Monitoring Comprehension strategy has a positive effect on reading comprehension of the second year at MA Darussalam Rokan Hulu Regency.

B. Suggestion

Based on research finding, the researcher would like to give some suggestion:

1. Suggestion for the teacher:
 - a. It is recommended to teacher to use Monitoring Comprehension strategy in teaching and learning process.
 - b. The teacher should build a favorable atmosphere at time of teaching learning process because the conducive condition in teaching would become one asset to carry out the success of material taught.
2. Suggestion for the students:
 - a. The students should try to understand the use of Monitoring Comprehension strategy in reading narrative text.
 - b. The students should pay more attention to the lesson being explained by the teacher.

Finally, the researcher considers that this research still needs validation from the next researcher who has the same topic as this research.

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