

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Learning Achievement

Learning is the most important component in education system. It takes place when students interact with others and with environment by observing, talking, listening, discussing, writing and relating their own ideas and experiences with others. Brown describes “learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction.”<sup>1</sup>He takes place the knowledge as a result of the study and experience. Learning is the changing of mental aspects of human beings, not only the knowledge. In line with the idea, Taylor defined learning as: “acquiring not only the subject matter but also acquiring habits, attitudes, perceptions, preferences, interests, and social skills of many types.”<sup>2</sup>From the definition above, learning has three important elements:

1. Learning is a change of behavior, for better or worse.
2. The change takes place through practice or experience with the environment.
3. Acquiring is not only knowledge, but also many social skills.

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<sup>1</sup>Douglas Brown, *Principles of Language Learning and Teaching, Fifth Edition*. (New York: Pearson Education, Inc.1964), p. 22

<sup>2</sup>George R. Taylor and Loretta MacKenney, *Improving Human Learning in the Classroom*. (New York: The Rowman & Littlefield Publisher, Inc. 2008), p.3

Learning is development. Development means certain changes that occur in human beings with the passage of time throughout their lives. Development is associated with achievement, so the ultimate goal of learning is achievement. According to Hornby, achievement is something done successfully with an effort and skill. It means that the students' effort and skill can determine their success. Then, based on the Greenwood dictionary of education, achievement is the attainment of knowledge, competencies and higher level status, as may be reflected in grades, degrees and other forms of certification or public acknowledgement.<sup>3</sup> It means that the achievement of learning process is measured by the knowledge and skills that the learner has.

Learning achievement means gain in knowledge. It is a successful performance on a specific task. It is also the successful accomplishment or performance in particular subjects, areas, or courses, usually by reasons of skill, hard work and interest. Achievement is typically summarized or measured in various types of grades, marks, scores designed by the teacher.

The achievement in learning English is measurable from students in which the result of their learning is residing in underline of mean for the low achievement, while result of high achievement is students' learning achievement residing below line average value of class.

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<sup>3</sup>Collins and O'Brien, *The Greenwood Dictionary of Education*. (London: Greenwood Press, 2003), p. 4

To measure the students' achievement in English, the teacher should give a test. According to Brown, the specifications for an achievement test should be determined by:

1. The objectives of the lesson, unit, or course being assessed
2. The relative importance (or weight assigned to each objective)
3. The tasks employed in classroom lessons during the unit of time
4. Practically issues, such as the time frame for the test and turnaround time, and
5. The extend to which the test structure lends itself to formative wash back.<sup>4</sup>

## **2. The factors Influence Students' Achievement in Learning English**

Achievement is the result gotten by the students after learning a certain subject. There are many factors influencing students' achievement, they are intellegence, talent, interest, motif, the way of learning, and also learning environment. In other words, Suryabrata devided the factors into two factors, they are external and internal factors. External factors include environment and instrument while internal factors include the psychology and physical side.<sup>5</sup>

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<sup>4</sup>H Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Longman, 2003), p. 48

<sup>5</sup>Suryabrata S, *PendidikanBelajarMengajar di PerguruanTinggi*. (Yogyakarta: Andi Offset, 1983),p. 8

a. External Factors:

1. Family

The family situation can influence children's to child success. House, economic status, relationship with parents, parents support, and parents' education influence the achievement in learning English.

2. School

Place, school building, teacher quality, classroom, classmate relation also influence the child in learning process.

3. Society

With the good education society, it can motivate the child to study hard.

4. Environment

House building, atmosphere, climate can also influence the learning achievement because environment is the place where the students spend their time for playing, learning, interacting and doing many things.

b. Internal Factors:

1. Health

If the child health is annoyed with headache, fever, and others. This can make the child not enthusiastic to learn. In psychology, the trouble of disappointed feeling and mind can also influence the learning process.

## 2. Enthusiasm and Motivation

The big enthusiasm in learning process is easy to do. Motivation represents the child to do something in learning. Motivation comes from child internal or comes from the environment.

## 3. Learning Habit

The habit of students will affect to their achievement because the way he or she knows about the learning strategy, the technique of learning, how to note the material, etc.

Furthermore, according to Brown, there are some affective factors determining the succes of learning such as motivation, attitude, risk taking and extroversion, self-efficacy, inhibition, and anxiety.<sup>6</sup>Each of the affective domains above has its own role in influencing the achievement in learning English.

## 3. The Concepts of Self-Monitoring

According to Mace & Kratochwill, self-monitoring is defined as attending to an aspect of one's behavior through data-recording procedures.<sup>7</sup>It is a term often used synonymously with self-regulation, but they are distinct. Self-monitoring is usually used to exercise inner control to check, record and correct reading behaviors. Before monitoring behaviors, goals should be established. Establishing achievement goals has been found to be related to self-regulatory behaviors and academic

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<sup>6</sup>Brown, *Op.Cit.*, p. 104

<sup>7</sup>Susan E. Israel, et all, *Op.Cit.*, p. 199

performance. Goal setting makes monitoring activities meaningful as well as process to product oriented. In regard to literacy activities, goals may consist of the completion of reading or writing a story, reading a specified number of words read or written correctly within a certain time period, segmenting a number of sounds in words or blending sounds accurately, or answering a specified number of literal and inferential comprehension questions correctly.

Once a goal or goals are established, a plan for achieving those goals should be developed. Plans often involve the application of strategies. The effectiveness of the plan or strategy for achieving a goal can be measured through self-monitoring procedures. If the goal is to answer literal and inferential comprehension questions, then note taking and review strategies might be implemented followed by answering literal and inferential questions. The effectiveness of the note taking and review strategy can be determined through the implementation of a self-monitoring method. A self-monitoring method, may include recording the number of questions answered correctly. Sometimes, the most efficient and appropriate strategy is implementing a recording method of self-monitoring performance. For instance, if the goal is to increase the amount of time the student spends silently reading a book, then the strategy might be to implement a self-monitoring recording procedure to ensure approximation of this goal. In the former instance, the effectiveness of the plan or strategies for achieving the goal was

measured through a self-monitoring method, then in the later instance, the strategy and the monitoring procedures were one in the same.

The ability of the students to self-monitor their performance is a natural step toward becoming independent, which can only happen when students take responsibility for their own behavior and essentially become agents of change. Self-monitoring is also defined as the practice of observing and recording one's own academic and social behaviors. There are a number of systems of self-monitoring procedures that stem from social skills and behavior management programs. Furthermore, self-monitoring can be used to improve academic or behavioral performance of the students.

According to Zimmerman, there are three forms of self-monitoring: monitoring associated with self-evaluation strategy implementation, and efforts to adapt the strategy from outcomes. Self-monitoring training can be effective in improving adaptive goal-setting and learning.<sup>8</sup>Self-monitoring functions through self-awareness and focuses on students' ability to monitor their progress towards learning goals. This can lead to faster and more appropriate control of intervention strategies which can contribute to the success of staying on task and task completion during learning activities. In addition, self-monitoring is the process of having individuals record data regarding their own behavior for the purpose of changing its rate.

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<sup>8</sup>Barry J. Zimmerman, *Developing Self Regulated Learners*. (Washington DC: University Graphics, Inc, 1996),p.92

Self-monitoring activities give students a sense of personal control that has been shown to be a major source of intrinsic motivation to continue learning on their own. Researchers have claimed that self-monitoring skills aid learning in any instructional method.<sup>9</sup>Therefore, as students move toward a more flexible mode of tertiary education, self-monitoring is one of the essential skills that students must acquire.

It has been shown that self-monitoring is effective in increasing more appropriate behaviors, increasing on-task behavior in the classroom, completion of homework assignments, improving both academic performance and social skills, and reducing disruptive behaviors. Finally, self-monitoring techniques is an effective tool for generalizing and maintaining skills over time, because students can perform them any time and in any setting without needing an adult to help them.However, students first need to be taught how to self-monitor their academic and social behaviors.

#### **4. Self-Monitoring and the Achievement in Learning English**

Self-monitoring is a strategy that can be used with students of all ages and disabilities, is relatively unobtrusive, appeals to students, and is inexpensive and relatively quick to implement.

To be successful self-monitors, students need to learn to keep track of what they are doing and how they are thinking so they can adjust their behaviors and thoughts in order to meet goals or complete tasks. The first

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<sup>9</sup>Ibid, p.93

step in teaching students to monitor themselves is to select and clearly define a target behavior. Next, a student or observer records instances of the behavior to provide evidence of the problem and its frequency. The next step is to set learning and performance goals and identify consequences for meeting or failing to meet their goals. There is then a cognitive component to self-monitoring behavior that requires students to talk themselves through a set of instructions (self-talk) for completing a task or to ask themselves a question or series of questions about their feelings or behaviors. If a student is monitoring his or her on-task behavior, for example, he or she may ask “Am I on task?” when a timer goes off and tally the answer on a recording sheet. As the student learns to monitor his or her performance on a regular basis, the timer is phased out.

Students can also be taught to ask themselves questions about their academic learning and performance, such as asking, “How many math problems have I completed in the last 10 minutes? How many are correct?”. If the goal is to monitor reading comprehension, a student might be taught to ask, “What am I studying this passage for? What is the main idea of this paragraph?”. Students will need to practice repeatedly each of these steps and then implement them in actual social or academic situations. These steps can either be taught by a teacher. Students must be taught to self-evaluate their success each day. The probability of the internalization of these skills increases if the student participates in a

structured and predictable school environment. Finally, the teacher should be prepared to periodically introduce a scaled-down version of the original instruction, if there is a decline in these skills.

Teachers can encourage self-monitoring by having students keep a record of the number of times they worked on particular learning tasks, the strategies they used, and the amount of time they spent working. This practice allows students to visualize their progress and make changes as needed.

To make self-monitoring most effective, strategies should be used constantly and overtly at first and then faded to less frequent use and more subtle use across time. It is also important to ensure that students have learned the skills and behaviors that teachers want them to perform as they are using the self-monitoring strategies. To help maintain and generalize positive behavioral changes, self-monitoring should be combined with methods that allow students to evaluate themselves against their earlier performance and to reinforce themselves for their successes. Cognitive strategies such as “self-talk” are especially useful.

## **B. Relevant Research**

Relevant research is the researcher reviews the relevant research to observe some previous researches conducted by other researchers in which they are relevant to our research. Besides, the writer has to analyze what the point that was focused on, informing the design, finding and conclusion of the previous research. It aims at avoiding plagiarism toward the design and

finding of previous researches.<sup>10</sup> Those are some relevant researches of this research:

1. Zulkifli Hasan (2002) conducted a research entitled “The students’ English Learning Activities and Their Achievement at MTsN Selat Baru Bengkalis”. To collect the data of the research, he used questionnaire, observation and documentation as instruments. he concluded that the students’ English learning activities and their achievement are classified into good level (0.829).
2. Mei-Mei Chang (2010) conducted a research at National Pingtung University of Science and Technology entitled “Effects of Self-Monitoring on Web-Based Language Learner's Performance and Motivation”. She found that A total of 90 college freshmen participated, and instruments used included two general English proficiency tests, a course-based reading comprehension test, and a modified version of the Motivated Strategies for Learning Questionnaire (MSLQ). Students were randomly assigned to a control group and an experimental group. Scores of the first general English proficiency test were used to verify students' starting points. The students in the experimental group employed a self-monitoring strategy during the semester. At the end of the semester, a course-based comprehension test and the second general English proficiency test were administered.

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<sup>10</sup>Syafii, M., *Paragraphs to a Research Report: A Writing of English for Academic Purposes*, (Unpublished text book. Pekanbaru: LBSI, 2007), p. 122

### C. The Operational Concept

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. The research consists of two variables, they are variable X and Y. Variable X as independent (Self-Monitoring) and variable Y as dependent (Achievement in Learning English).

No	Variable X	Constructs	Indicators
1	Self-Monitoring	Goal Setting	<p>Listening</p> <ul style="list-style-type: none"> <li>• The students give response about the material in listening class</li> <li>• The students ask the teacher when they do not understand about the material in listening class</li> <li>• The students do the task dealing with the subject in listening</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• The students segment a number of sounds in words</li> <li>• The students blend the sounds</li> </ul>

			<p>accurately</p> <ul style="list-style-type: none"> <li>• The students answer a specific number of literal and inferential questions correctly</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• The students read a specific number of words</li> <li>• The students complete a reading activity as a task to be mastered</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• The students improve their writing activity regularly</li> <li>• The students write correctly within a certain time period</li> <li>• The students complete writing activity as a task to be mastered</li> </ul>
		Formulating a Plan	<p>Listening</p> <ul style="list-style-type: none"> <li>• The students have vision of studying in listening class</li> </ul>

			<ul style="list-style-type: none"><li>• The students have good preparation before listening class</li></ul> <p>Speaking</p> <ul style="list-style-type: none"><li>• The students have vision of studying in speaking class</li><li>• The students have strong sense of self-efficacy</li></ul> <p>Reading</p> <ul style="list-style-type: none"><li>• The students have vision of studying in reading class</li><li>• The students have efforts in comprehending the material</li></ul> <p>Writing</p> <ul style="list-style-type: none"><li>• The students have vision of studying in writing class</li><li>• The students make a note about the material given by the teacher</li></ul>
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Variable Y is dependent variable.

Since the data about the students' achievement in learning English were obtained through the examination conducted by the school, the writer interpreted the students, score or achievement into some measurable categories as follows:

**Table II. I**  
**The Category of Students' Achievement**

Scores	Category
82 – 100	Excellent
66 – 81	Good
50 – 65	Fair
0 – 49	Poor

#### **D. The Assumption and Hypothesis**

##### **1. Assumption**

Based on the theories and explanations above, the writer has assumption. The better the students use self-monitoring, the higher achievement they would have. In other words, the better self-monitoring (Variable X) they have, the better achievement in learning English (Variable Y) will be achieved by the students.

##### **2. Hypothesis**

Based on the assumptions above, hypothesis of this research can be forwarded as follows:

$H_0$ : There is no positive and significant correlation between the students' self-monitoring and the achievement in learning English at Junior High School Muhammadiyah 02 Pekanbaru.

$H_a$ : There is a positive and significant correlation between the students' self-monitoring and the achievement in learning English at Junior High School Muhammadiyah 02 Pekanbaru.