THE DESCRIPTIONS OF MONITORING IN READING ON STUDENTS' ENGLISH READING MATERIAL AT SMA SWASTA SANTU XAVERIUS GUNUNGSITOLI

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UNDERGRADUATE THESIS

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Reading is one of the language skills that students must master. Reading skills need to be trained and improved in students. One of the important activities in life is reading, so that a person can update himself with experience and insight. Students' academic success depends on their ability to gain knowledge from reading material. By reading, we can obtain a lot of information that can develop idea both inside and outside the classroom.

Reading is basically about understanding written text. This is a complex process that includes both word recognition and word comprehension activities. Word recognition refers to the process of understanding how written symbols relate to a person's spoken language (Apriliani et al., 2021). The reading is stage that students to acquire data and knowledge. The ability to read becomes a gateway to the world, expanding students' understanding and access to information (Harefa, 2021).

Reading comprehension is an active process carried out by readers to construct meaning from a text. This process involves the interaction between the reader's prior knowledge and drawing conclusions from the various words and expressions used by the author, to understand the information, ideas and points of view in the text (Fauzan et al., 2023). Reading comprehension ability shows how well a person can understand the meaning of a written text. Reading comprehension plays an important role in learning.

Monitoring reading of students' is often a challenge because of the difficulty of evaluating the extent of their understanding of the texts they read, the difficulty of recognizing effective reading strategies and the gap between comprehension expectations and actual achievement (Permatasari & Wienanda, 2023). So, with these obstacles, the indicators that should be achieved in the curriculum or learning syllabus are not fulfilled optimally.

Therefore, deeper understanding and improved learning strategies are needed to overcome these challenges. There are significant components to student comprehension, so teachers must monitor student reading comprehension. Monitoring comprehension makes readers more active in gathering their level of understanding of the text. This improves focus and helps implement proper reading strategies. Metacognitive monitoring trains awareness of thought processes while reading. This allows control and optimization of strategy reading. Comprehension evaluation measures and improves understanding of reading content. This also ensures information is truly understood and hidden, rather than just temporarily remembered. So it's true, this third process is very important for honing learning and deep understanding from reading also to encourage students' motivation in learning English, especially in improving reading comprehension, analyzing, comprehending and mastering reading material to improve their abilities (Permatasari & Wienanda, 2023).

Most successful students and readers intuitively monitor their comprehension of reading material. Some students who experience difficulty in reading comprehension may not realize that their comprehension is impaired or may not even know how to correct it if this happens. Even though they can decode each word, they fail to understand the overall meaning that the reading is trying to convey.

Monitoring comprehension when reading English material is an important skill so that students can control and improve their understanding of reading. Several main components of monitoring reading comprehension that have been identified in research include asking yourself questions, identifying difficulties, clarifying words or concepts that are not yet understood, summarizing the content of the reading, assessing the strategies used, and evaluating overall understanding (Anaktototy & Lesnussa, 2022). It is important to know whether these components are actually carried out by students in monitoring their reading comprehension.

Monitoring students' reading progress in English material is an indispensable component of language education that carries major

implications for their overall academic and linguistic growth (Winna & Sabarun, 2023). Developing the ability to read in English is a basic skill that underliesachievement in various scholastic areas, as well as enabling effective communication and access to a wide range of knowledge and information.

The process of monitoring students' reading involves the use of a variety of assessment techniques and classroom observations to gain insight into their reading competency, level of comprehension, and engagement with the material (Anaktototy & Lesnussa, 2022). These methods may include formal evaluations such as reading comprehension assessments, oral reading fluency assessments, and analysis of reading notes or reflections. In addition, teachers closely observe students' reading behavior, strategies, and interactions with texts during classroom reading activities.

Monitoring students' reading ability in English is closely related to the field of psycholinguistics. Psycholinguistics offers insights and theoretical frameworks that can enrich the monitoring process, while data obtained from monitoring students' reading abilities also provide valuable contributions to psycholinguistic research (Dewi et al., 2022). The reading processes and models studied in psycholinguistics help teachers understand the cognitive processes that students go through when reading, so that monitoring can be carried out more effectively. In addition, psycholinguistics also examines how individuals acquire and develop language skills, including reading abilities, which can be studied through monitoring students' reading abilities over time.

Psycholinguistics has identified various reading strategies and metacognitive processes that advanced readers use, and teachers can monitor and provide explicit instruction to students regarding these strategies (Haryono, 2023). Psycholinguistics also recognizes the existence of individual differences in cognitive abilities, learning styles, and language processing mechanisms, which can be identified through monitoring and analyzed using a psycholinguistic perspective to develop appropriate interventions. Motivation, attitudes, and affective factors are also of concern

in psycholinguistics and can be understood through observing students' reading behavior and engagement.

Classroom observation and assessment data obtained from monitoring students' reading abilities an contribute to psycholinguistic research by providing rich empirical evidence. Thus, the relationship between reading monitoring and psycholinguistics is reciprocal, where psycholinguistic theory and research informs the monitoring process, while monitoring data contributes to enriching psycholinguistic knowledge and models about language acquisition and processing.

By monitoring students' reading abilities, educators can determine specific strengths and areas for improvement, identify areas of difficulty, and adjust their learning approaches accordingly. Early detection of reading challenges, such as decoding problems, vocabulary limitations, or comprehension difficulties, allows for timely intervention and targeted support. This personalized instruction is critical to ensuring that each student receives the right guidance and resources to progress at their own pace and overcome any barriers to reading success.

Additionally, monitoring students' reading abilities allows teachers to track their development over time, measure their progress in achieving reading goals, and adjust teaching strategies as needed. These longitudinal investigations provide valuable insights into the effectiveness of teaching methods and enable data-driven decision making to optimize learning outcomes (Munna & Kalam, 2021).

Importantly, reading monitoring also provides insight into students' motivation and engagement with English reading materials. By understanding their interests, preferences and attitudes towards reading, teachers can select more interesting and relevant texts, foster a positive mindset and foster a lifelong love of reading.

Effective monitoring of students' reading in English requires a combination of formal assessment, ongoing observation, and open communication between teachers and students (Kasmiri et al., 2023).This multifaceted approach ensures that reading instruction is tailored to

individual needs, promotes successful language learning, and ultimately equips students with the essential reading skills necessary for academic and personal growth in an increasingly globalized world.

Although several components of reading comprehension monitoring have been identified, it is not clear which ones are most frequently used or dominate when students integrate English reading comprehension. Knowing the dominant components can help teachers to focus more on teaching certain strategies. The dominant components reflect the monitoring strategies most frequently used and relied upon by students. For example, if summarizing the content is very dominant, it means that it is very important to ensure students can summarize well. Identifying and strengthening dominant components can significantly improve a student's overall reading comprehension monitoring ability.

At SMA Swasta Santu Xaverius Gunungsitoli, learning English is one of the main focuses in the curriculum. As part of the competencies that must be achieved, students are required to be able to understand various types of English reading texts, such as descriptive texts, recounts, narratives and others. However, based on initial observations at the school, it was found that many students had difficulty understanding reading texts effectively. One of the factors thought to be the cause of this problem is the lack of students' ability to monitor during the reading process. Monitoring in reading, which includes monitoring comprehension, metacognitive monitoring, and evaluating comprehension, is an important component so that students can understand texts well.

However, it is not yet known in depth how students at SMA Swasta Santu Xaverius Gunungsitoli actually monitor when reading English texts. This problem often causes students' low understanding and achievement in learning English. Therefore, monitoring the reading process needs to be researched further to ensure good reading comprehension for students. By studying how students monitor the reading process of English reading materials, teachers can design more effective learning activities to optimize reading comprehension. So researcher are interested in researching and

carrying out research with the title "The Descriptions of Monitoring in Reading on Students' English Reading Material".

1.2   Focus of the Research

The focus of this research namely :

1. To describe the monitoring reading on students' English reading material

2. To describe the dominant component in monitoring reading on students' English reading material

1.3   Limitation of the Problem

Based on the limitation of the problem above, the researcher formulates the problem to describe the Monitoring Reading on Students' English Reading Material in class X Budi Pekerti at SMA Swasta Xaverius Gunungsitoli in 2023/2024.

1.4   Formulation of the Problem

The formulation of the problem in this research namely :

1. What the descriptions of monitoring reading on students' English reading material ?

  2. What are the dominant component in monitoring reading on students' English reading material ?

1.5   Purpose of the Research

The purpose of this research is and to know the descriptions of monitoring reading on students English reading material and to know the dominant component in monitoring reading

Significance of the Research

1. Theoretically

a. The results of this research one expected to become information and reference for teachers and other researchers regarding how to monitor students' ability in reading English texts.

b. These results are also useful as a theoretical basis for similar research in the future

2. Practically

a. For researchers, this research is useful for expanding and experience in describing the process of monitoring reading of students English reading material

b. For students, this research helps them to understand the information and meaning of English reading

c. For teachers, this research can be a reference and guide in monitoring reading of students English reading material. The results are expected to help teachers to improve students' understanding in reading English texts.

CHAPTER II
LITERATURE REVIEW

2.1   Theorethical Framework

2.1.1 Monitoring in Reading

A.   Definition of Monitoring in Reading

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

Monitoring helps readers know when failures in reading comprehension occur, so they can use appropriate corrective strategies (Abu Bakar & Rafika, 2020). When bringing together understanding, it is necessary to be aware of distractions or difficulties in understanding the text, such as suddenly feeling confused or not understanding certain points. When a comprehension disorder is detected, monitoring helps take active action resolve it by rereding, asking questions, taking notes, or other strategies to improve understanding. By integrating understanding, readers can detect when their understanding is poor and take the necessary steps to improve.

According to Anaktototy & Lesnussa, (2022) there are some of the main elements involved in integrating reading comprehension effectively, namely:

1. Awareness - Effective readers are aware of whether they understand or do not understand the reading. They are able to identify confusing passages.

2. Evaluation of comprehension - Readers understand their comprehension while reading and understand whether their interpretations make sense.

3. Use of corrective strategies - When encountering failures in reading comprehension, readers use strategies such as rereading, making inferences, or asking questions to clarify meaning.

4. Background knowledge - Readers relate newly read information to prior knowledge to facilitate monitoring comprehension.

5. Cognitive resources – monitoring requires attention and mental effort, so working memory capacity influences its effectiveness.

Reading does not have to be done from the beginning to the end of a passage to understand the information. According to Setiawati & Budiasih, (2022) there are several reading strategies that can be used, including:

1. Skimming is done by reading quickly to get a general idea and capture the important points of a reading. Readers usually only read the introduction, subtitle or conclusion.

2. Scanning focuses on looking for certain information in the reading without reading everything sequentially. Readers immediately search for keywords, numbers, names, or special information needed.

3. Read randomly is readers can immediately read any part that is considered important and relevant to their needs, such as the main paragraph, certain sub-chapters, or the conclusion section.

In reading comprehension, does not always apply sequential reading from beginning to end. Flexible reading strategies can be applied according to the goals and needs for understanding information. So, monitoring in reading is an active process that involves the interaction of cognitive and metacognitive processes. Cognitive monitoring helps build understanding of the text, while metacognition provides control and self-regulation in managing the entire reading process. These two aspects are interrelated and important to ensure effective and meaningful reading comprehension.

B. Theories Related to Monitoring in Reading

Reading is an activity that involves many complex thinking or cognitive processes. One of the important processes in reading is monitoring or metacognition (Haryono, 2023). Monitoring in reading is the ability to transmit and understand the extent to which someone understands the next they are reading. Theories related to monitoring in reading, the first theory is come from John Flavell in (Flavell, 2024) namely Metacognitive Theory. This theory explains that reading monitoring involves awareness and active control over the reader's comprehension. This includes planning before reading, evaluation and monitoring while reading, and revision of understanding after reading. Specific comprehension monitoring strategies need to be taught to students so that they can actively evaluate their level of understanding when reading.

Teach students to mark phrases, clauses, or paragraphs they don't understand by putting a question mark or underlining the confusing part. Then encourage them to summarize the main points of each paragraph in their own sentences to ensure they capture the main idea of the reading. Apart from that, train students to write questions about things they want to know more about the reading topic. Another strategy is to teach them to connect new information from reading with their initial knowledge so they can conclude whether their understanding of the reading is good or not.

In other hands, is come from Richard C. Anderson in (Flavell, 2024) namely Schemata Theory. Theory suggests that monitoring comprehension occurs when readers connect new information in a text with knowledge that already exists in their schemata or frame of mind. Readers encounter when there is a mismatch between the text and its scheme. Providing students with exercises to improve their ability to spread levels of understanding when reading, and providing feedback on these exercises.

After finishing reading, ask students to review the marks or questions that have been made on parts of the reading that they have not understood. Ask them to explain the meaning or summarize the confusing part in their own words to ensure that they now understand. Or, by reviewing the questions students asked about the reading and providing explanations to answer them. By providing such practice and feedback, it has helped students gradually improve their level of comprehension in reading.

Beside that Construction-Integration Model by Walter Kintsch in (Flavell, 2024) explains monitoring as part of building a mental representation of the meaning of the text while reading. The reader determines whether the representation is coherent or not. Provide students with specific questions and assignments to encourage them to actively evaluate their level of understanding while reading. Before reading, first ask questions that stimulate students' initial knowledge about the reading topic.

Then while reading, ask several questions to test whether they understand each part of the reading. Questions can start from simple facts to in-depth analysis of the explicit and implied meaning in the reading. Apart from that, give specific tasks such as making a summary of each paragraph or a mind map to capture the main ideas and connections between ideas in the reading. With questions and assignments that require active comprehension evaluation, students are encouraged to ensure they truly understand each reading passage thoroughly, rather than simply reading without monitoring.

As for Robert Glaser in Qamaria & Astuti, (2021) namely Information Processing Theory, describes monitoring as one of the processes in the steps of understanding text. Monitoring occurs when the reader plays back the results of previous comprehension operations. Teaches students various techniques for assessing their own level of understanding after reading, as well as strategies for correcting comprehension if they fail. After finishing reading, ask them to ask

themselves the important points of the reading, if the answer is not convincing, it means there is a lack of understanding.

Teach to make summaries and conclusions in your own words, if not able to indicate weak understanding. Then explain what strategies can be used to improve failed understanding, for example re-reading, making main notes, discussing with friends, asking the teacher, looking for other supporting reading to better understand the reading topic. That way, students can evaluate and continue to improve the quality of their reading comprehension.

The last one come from Marcel Just and Patricia Carpenter in Qamaria & Astuti, (2021), namely Compensation-Encoding Model. This model explains the interaction between monitoring and encoding meaning while reading. Monitoring helps detect and correct coding failures to improve understanding. Teachers can use a "think aloud" approach or speaking thoughts out loud to model for students how to monitor comprehension when reading.

In this approach, the teacher demonstrates the reading process in front of the class while explaining verbally what they are thinking and feeling at each stage of reading. For example, teachers can ask questions that come to mind when reading, explain whether they understand certain sentences or paragraphs or not, and how to answer questions and make conclusions about the reading. With this method, students can see how a professional reader actively monitors their comprehension while reading, so they can then gradually imitate the same strategy in their own reading.

Language theories in psycholinguistics discuss the monitoring process that occurs when someone reads. Monitoring helps readers check reading comprehension and accuracy so that reading goals are achieved. There are several psycholinguistics theories related to monitoring the reading process. The first theory is come from Michael Laberge in (Qamaria & Astuti, 2021) namely Automaticity theory. Understand reading well, readers need to be able to recognize words

automatically and quickly. That is, the brain reflexively connects written words with their meaning without excessive conscious effort. If readers are able to decode words automatically, their attention can be shifted from basic reading techniques to interpreting the meaning of the text as a whole.

One of the keys to reading comprehension is monitoring whether the reader understands the content of the reading and grasps the main points. If readers still need to concentrate on translating word by word, they will have difficulty monitoring overall understanding. On the other hand, if readers have decode words automatically, they can more easily concentrate on the full meaning of the text and detect problems in their understanding. The more automatic readers are in recognizing words, the easier it is for them to monitor and regulate their overall reading comprehension.

In other hands, is come from Walter Kintsch in (Brayadi et al., 2022) is Information Processing Theory. One of the key stages is monitoring, namely when readers assess whether they have understood the information they have just read. Monitoring occurs when readers examine the results of previous cognitive processes such as word recognition, sentence construction, and combining meaning. Readers check whether the results are logical and in accordance with their knowledge. If not, it indicates failed understanding.

Readers may not understand the meaning of a word, or be unable to combine the meaning of a new sentence with previous information. Monitoring allows readers to detect problems and then improve their understanding by means such as rereading or looking up word meanings. Monitoring is important in reading comprehension because it allows readers to evaluate and adjust their comprehension when necessary.

Beside that Connectionist Model by James L. McClelland in (Syah & Al-Khowarizmi, 2021) reading comprehension is thought of as activating and integrating various relevant knowledge units in the

brain's memory network. For example, reading the word "cat" will trigger the activation of units about cats such as physical characteristics, behavior, habitat, and so on. Then a monitoring process occurs to check whether the units that have been activated are related to each other. Are the active units logical when combined. If not, it shows a failure to understand.

For example, the sentence "A cat is flying in the sky" activates both the cat unit and the flying unit. These two units are not related to each other according to the normal semantic network. Cats can't fly. Monitoring will detect these discrepancies, so that the reader is aware that a misunderstanding has occurred. In this model monitoring means checking whether the units activated in memory are connected and consistent. This is important so that readers can continue to build accurate mental representations of what they read.

As for Walter Kintsch in Faridah & Anam, (2022) namely Language Comprehension Theory, in understanding a text, readers not only absorb explicit written information, but also form interpretations and integrate their own knowledge and experiences. Interpretation is needed when the information in the text is incomplete, so the reader needs to fill in the "blanks" so that understanding is complete. Readers also monitor whether the interpretations they form are reasonable and consistent. For example, readers will evaluate whether the inferences made are logical and match their knowledge. Or, readers will monitor whether new information is integrated into their understanding smoothly.

If the mental representation formed is inconsistent, does not make sense, or is "problematic", this indicates a failure of understanding has occurred. Monitoring allows these problems to be detected so that readers can make improvements, such as making re-inferences or integrating information in a different way. Monitoring the integrity of mental representations is a key process in theories of language comprehension. This allows readers to continually build an accurate

understanding of the meaning of the text through inference, integration of background knowledge, and active evaluation.

The last one come from Just and Carpenter in (Lestari & Kusrohmaniah, 2023) namely Working Memory Theory, emphasize the role of working memory in the reading process. Working memory functions as a temporary information processing system that combines and coordinates various information obtained while reading. When reading, obtain a variety of information ranging from phonology, spelling, grammar, to the meaning of words. All this information must be monitored and integrated into working memory so that we understand the entire reading. For example, monitor spelling, sentence structure, word meaning, and the relationship between sentences and paragraphs in order to fully understand the meaning of the reading.

Working memory capacity is limited. If the reading is too complex with a lot of information that must be monitored and integrated, working memory capacity can be exceeded. As a result, monitoring and integration of information is disrupted, which results in reduced reading comprehension. The greater the demand for monitoring and integrating information in a reading, the greater working memory capacity required. Otherwise, reading comprehension will decline due to cognitive overload on working memory. Therefore, sufficient working memory capacity is needed to monitor and integrate information in the reading process.

C. Components of Monitoring in Reading

Reading is a complex skill and requires more than just recognizing words. To comprehend text effectively, readers need to actively monitor and regulate their own cognitive processes (Anaktototy & Lesnussa, 2022). There are three main components in monitoring reading that are important for good readers to master, namely :

1. Monitoring comprehension

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

    1) Identify words, phrases, or concept that are not understand
    2) Reread difficult or unclear passages
    3) Make questions related to the content of the reading
    4) Connect new information with previous knowledge/experience
    5) Make predictions about the next content
    6) Mark (underline, note, add) important information

    Other strategies that can be used are making inferences, identifying the main idea and supporting ideas, and using context to understand the meaning of new words/sentences. When facing comprehension difficulties, students need to pay attention and take action such as slowing down their reading speed, making marginal notes, or looking for additional references. Monitoring comprehension allows students to flexibly adjust their reading approach according to the difficulty level of the text. Through monitoring comprehension, students can recognize barriers to comprehension and take action such as slowing down their reading or looking for additional references.

2. Metacognitive monitoring

    Metacognitive monitoring refers to students' awareness and self-regulation in the process of reading English texts. This

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

1) Set reading goals (search for information, understand the main idea)
2) Choose a reading stratefy that suits the goals
3) Monitor reading speed and effectiveness
4) Recognize when understanding begins to decline
5) Evaluate own level of understanding periodically
6) Manage time and effort to understand the text.

After reading, students reflect by thinking about the strategies used and identifying areas that still need improvement. In addition to setting goals and selecting strategies, the metacognitive monitoring aspect also includes planning and organizing the overall reading process. Students can determine the required time allocation, organize a conducive learning environment, and identify supporting resources such as dictionaries or the internet.

3. Comprehension evaluation

Comprehension evaluation related to the process of assessing understanding after carrying out reading activities. This is done to determine whether someone has sufficiently understood the meaning and message in the text or discourse. Comprehension evaluations are related to understanding because the results of these evaluations tell whether previous monitoring has accurately assessed the level of understanding or not (Edossa et al., 2022). This involves a series of strategies such as :

1) Ask yourself questions about the content of the reading
2) Create a summary/concept map to represent the main information
3) Identify parts that are not fully understood
4) Evaluate whether the reading goals were achieved
5) Relate the content of the reading to previous knowledge/experience
6) Reflect and criticize the overall content of the reading
7) Recognizing when there is confusion or lack of understanding.

Comprehension evaluation allows students to build more meaningful and in-depth understanding, as well as develop critical and analytical thinking skills in the context of reading. Other strategies that can be used are identifying the assumptions underlying arguments in a text, giving credibility to sources of information, or analyzing the author's point of view, as well as identifying passages that are not fully understood. Students also determine whether the purpose of reading has been achieved and reflect on the content of the reading critically from a certain point of view. In this stage, students take steps to ensure that they truly understand the content of the reading in depth. They can create concept maps, flow diagrams, or schematics to represent information and relationships in text.

D. The Level of Monitoring in Reading

The level of monitoring student understanding can be measured through reading comprehension tests, asking students to state their thoughts out loud (thinking out loud), and through observation (Anaktototy & Lesnussa, 2022). Providing explicit instructions and explanations to students regarding various comprehension monitoring strategies has been proven to increase students' ability to integrate their understanding when reading or studying. There are some level of monitoring in reading, namely :

1. Micro level which focuses on specific and detailed reading processes such as monitoring understanding of new words/vocabulary, sentence structure, pronunciation, as well as strategies for rereading, marking or taking notes.

2. Macro level which emphasizes overall reading comprehension, including monitoring main ideas/ideas, relationships between parts of the text, evaluating initial predictions with the content of the reading, as well as strategies such as summarizing, asking questions, or connecting with previous knowledge.

3. The metacognitive level is related to awareness and self-regulation in the reading process, including setting goals, choosing appropriate strategies, evaluating one's own understanding, and managing reading time and effort (Manh Do & Le Thu Phan, 2021).

These three levels will provide a comprehensive picture of how students monitor when reading English texts, from micro to macro aspects as well as metacognitive aspects. This can reveal strategies, obstacles, and factors that influence students' reading monitoring abilities.

An understanding of these factors can help teachers and students improve the effectiveness of reading monitoring. Certain strategies can also be taught to overcome monitoring barriers. According to (Kasmiri et al., 2023) there are some factors influencing the effectiveness of monitoring in reading, namely:

1. Reading skills

   Skilled readers are more able to accurately assess their level of comprehension compared to less skilled readers. They are also more aware of sources of misunderstanding.

2. Level of text cohesion

   A coherent and well-structured text makes monitoring easier because the relationship between ideas is clear. Text that is less coherent is more difficult to monitor.

3. Reader interest and motivation

Readers who are interested in a topic tend to be more motivated to understand it compared to readers who are less interested.

4. Reading goals

Different reading goals, such as speed reading or critical reading, can influence monitoring.

5. Background knowledge

Readers' prior knowledge of the reading topic influences their schemas and expectations used in monitoring.

6. Working memory

Limited working memory capacity may inhibit the cognitive resources available for effective monitoring while reading.

2.1.2 Students' English Reading Material

A. The Importance of Selecting the Right Reading Material

Teaching materials are an important component in most language learning programs. Whether teachers use textbooks or institutionally prepared materials, those materials typically serve as the foundation for much of the language input students receive and the language practice that occurs in the classroom. Some teachers use teaching materials as the main source of their teaching. For students, the material can be the main contact they have with the language other than the teacher.

Teaching materials are tools for teachers in the teaching and learning process. Something that can be presented and something that can be used for class (Nuralisa & Nirwanto, 2023). These activities provide language elements such as grammar or a vocabulary list. However, in the school-based curriculum the teaching of reading material ranks second in high school classes.

Reading is a fundamental skill that every student must master. Through reading, students can absorb information, broaden their horizons, and develop their imagination. Therefore, choosing the right reading material is very important to develop students' literacy skills.

Some reasons why choosing relevant reading material is important include:

1. Increase students' interest in reading. Reading materials that are relevant to students' interests and level of understanding can increase their motivation to engage in literacy activities. Students are usually more enthusiastic about reading topics they like.

2. Enrich understanding and knowledge. Appropriate reading materials, such as nonfiction books, articles, and scientific reading appropriate to students' ages, can effectively enrich their vocabulary and general knowledge.

3. Challenging without being too frustrating. The difficulty level of reading material that is neither too easy nor too difficult will challenge students to continue learning without getting too frustrated (Sachran et al., 2022).

Selecting mature and relevant reading materials is really needed by teachers in order to optimize students' literacy skills. Teachers need to understand students' developmental stages, interests and needs in selecting reading materials for them. Quality and varied reading materials are an effective means of helping students enrich vocabulary, improve understanding of grammar, and expand general knowledge, by:

1. Enrich vocabulary. Reading with a variety and depth of vocabulary allows students to discover new words. The more you read, the more vocabulary you get. Students can also learn the meaning of words and their use in sentence contexts through reading.

2. Improve understanding of grammar. Various types of reading fiction, non-fiction, poetry, and well-structured scientific texts can familiarize students with grammatical rules and the use of effective sentences. Exposure to various sentence patterns in reading enriches students' understanding of grammar.

3. Expanding general knowledge. Non-fiction reading such as articles, journals, scientific books and other informative reading is an

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effective way for students to gain new knowledge about the world around them (Permatasari & Wienanda, 2023).

Providing diverse and high-quality reading materials is a joint responsibility of teachers, schools and parents to help students hone their literacy skills and deepen their knowledge.

B. Reading Material Selection Criteria

According to Oktavia et al., (2023) in choosing reading materials for student learning, there are several things that teachers must take into consideration so that the reading matches the students' abilities, namely:

1. Level of language and comprehension complexity

   Choose reading with a level of difficulty of comprehension and sentence structure that is not too below or above the student's comprehension limit. This is important so that students do not get bored or disappointed when reading.

2. Reading length

   Choose a reading text that is not too long for students' concentration level so that they do not get tired quickly or lose focus while reading. Beginner students are usually more suited to short readings containing just a few paragraphs.

3. Interest in the topic

   Choose a reading topic that suits students' interests, environment and background of daily experiences so that they are interested and motivated to read.

4. Learning objectives

   Determine the type of reading (fiction/non-fiction) that is in line with the goal of developing certain literacy skills or knowledge in students.

   By considering these various factors, teachers can choose ideal reading materials for students' teaching materials so that reading becomes a fun and effective activity for developing their abilities. Students in one class have diverse interests and backgrounds.

Therefore, providing various genres and types of reading is very necessary to meet the literacy needs of all students with these various characteristics. Several ways to provide a variety of reading materials to meet the needs of diverse students include:

1. Providing fiction reading such as novels, short stories and poetry which is suitable for students who like imaginative exploration, as well as non-fiction reading such as biographies and articles which are liked by students who want to broaden their horizons.

2. Providing a variety of reading topics and themes such as sports, music, technology and social issues that are relevant to students' lives according to their interests.

3. Provides readings at different levels of depth and difficulty, from light for beginner students to more analytical for advanced students (Permatasari & Wienanda, 2023).

With this diversity of reading material, all students can find reading material that suits their background and learning style. This is important to foster an interest in reading and a culture of literacy in all students.

C. Adaptation to Student Needs

Choosing reading materials that suit each student's interests and needs is very important for developing their literacy skills. Students are usually more motivated to read about topics they like. In addition, a reading difficulty level that is not too difficult or easy will challenge students without making them too disappointed. A variety of reading materials is also needed so that students gain understanding, knowledge and exposure to new sentence patterns from each reading, thereby further expanding their literacy.

In selecting reading materials, teachers need to consider each student's interests, background, reading ability level and learning style so that the literacy needs of all students can be met through reading activities that are fun and effective for them (Oktavia et al., 2023).

2.1.3 The Relation between Monitoring in Reading and Students' Reading

A. Monitoring in Reading and Students' Reading

Monitoring in reading refers to students' awareness of their own level of understanding during the reading process. When reading, monitoring students will observe their comprehension, detect difficulty understanding certain parts, and adjust the strategies used if necessary.

The ability to integrate comprehension decreases positively with the student's reading comprehension level. Students who are able to understand their level of understanding accurately tend to be better at comprehending reading compared to students who are less able to monitor.

This happens because with good monitoring, students can detect problems in reading comprehension and improve the strategies used, such as rereading, analyzing sentence context, asking questions, or seeking help. On the other hand, without monitoring skills, students do not realize when their understanding is lacking or wrong, so they do not make any improvement efforts. According to (Oktavia et al., 2023) there are several strategies that can be taught to students to understand their understanding when reading, including:

1. Ask questions about the content of the reading.
2. Summarize the main points or important details from the reading.
3. Explain the contents of the reading again in your own words, both orally and in writing.
4. Make graphs, diagrams, or concept maps to map the relationships between main concepts in the reading.

Thus, it is important for students to practice monitoring comprehension from an early age so that they get used to initiating and regulating their comprehension when reading. This ability can help improve students' independent learning abilities in English. The teacher suggests giving guidance to students on how to monitor comprehension while reading.

B. The Role of Monitoring in Improving Understanding

Reading monitoring activities carried out by teachers can directly improve students' understanding of reading (Rahman & Noni, 2021). The teacher supervises and guides students as they read the text. Teachers ask questions, ask students to summarize main points, or assign reading-related assignments to test understanding. Through direct interaction and feedback between teachers and students, difficulties in understanding certain parts of the reading can be quickly resolved. Teachers also ensure that all students are active in literacy activities. With teacher guidance, students' reading comprehension increases, as does their interest in reading, which is very useful for improving students' literacy skills in the long term.

There is a relationship between students' level of understanding of reading content and their ability to integrate and manage that understanding (Rahmasari M et al., 2023). Students with a good understanding of content are generally better able to integrate and deploy their understanding. They can recognize parts they don't understand and apply effective learning strategies such as asking questions, discussing, re-reading, etc.

Meanwhile, students who are good at understanding the content also understand the content better because they are able to overcome difficulties in understanding the text quickly. So it can be said that these two abilities increase each other. The better the understanding of the content, the better the ability to understand comprehension. Both need to be developed simultaneously so that student literacy becomes better.

C. Effective Strategies in Monitoring

According to Edossa et al., (2022) there is a positive correlation between the use of reading monitoring strategies such as making questions, predictions, summaries, and visualization of ideas with increasing students'deep understanding of reading. This strategy encourages students' active involvement in interpreting reading texts.

Students don't just read, but really think about and analyze the information. Through observation, students identify parts they do not understand and then immediately look for solutions until their understanding is complete. As a result, students' ability to understand details and implied meaning of reading increases sharply. They practice analytical reading, no longer just extending word by word. Thus, the reading monitoring strategy has a positive impact on increasing students' in-depth understanding of reading.

Some concrete strategies that teachers can apply so that students understand better and respond well to reading, namely assigning students to ask questions about reading to monitor their understanding, applying think aloud techniques so that students express their thoughts when reading, asking students to make predictions about the content of the reading and then confirming its correctness, ask students to make mind/concept maps to evaluate understanding in depth, and hold group discussions so that students exchange understanding with each other (Oktavia et al., 2023). Applying these strategies in a varied manner will really help students monitor, improve understanding, and practice their literacy skills.
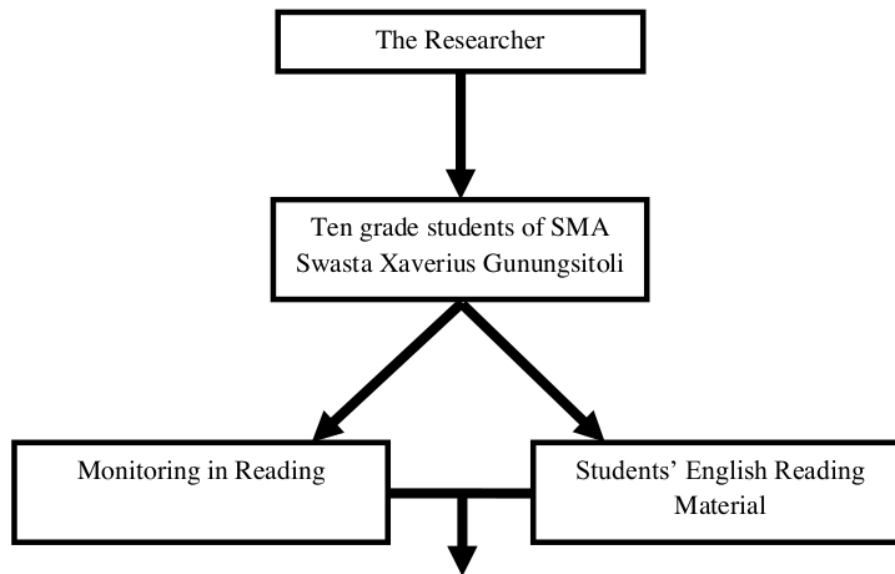
2.2   Conceptual Framework

A conceptual framework is a guiding tool for researchers, in the form of a collection of ideas that form the structure of research, including research questions, literature review, methods, and data analysis. By logically explaining the description and pattern of the research framework, the conceptual framework helps focus research in accordance with the problem formulation and research objectives set.
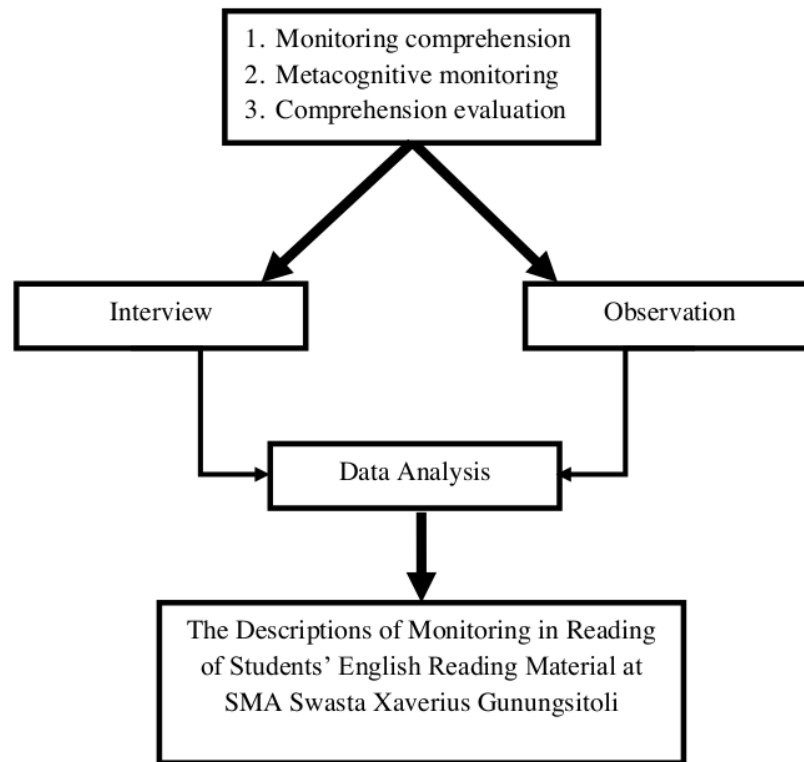
Monitoring when reading is a very important metacognitive skill for readers. This ability allows readers to focus and adjust their comprehension while reading. According to Silvia Febrianti et al., (2022) supervision helps readers recognize reading comprehension failures, so they can use appropriate improvement strategies. By integrating understanding, readers

can detect when their understanding is poor and take steps to improve it. The level of monitoring of student understanding can be measured through reading comprehension tests, asking students to express their thoughts aloud (thinking aloud), and through observation.

The researcher intends to conduct qualitative research with a descriptive approach to determine students' metacognitive access abilities and reading comprehension abilities. Apart from that, researchers also want to explore the reading monitoring process that occurs in students. To collect data, researchers will use instruments in the form of interview guides with english students and teachers, as well as conducting direct observations at school. This is done to determine students' metacognitive abilities in understanding reading, as well as to find out whether the material provided by the teacher can be understood by students and whether the teacher can understand the abilities of each student.

After the data is collected, the researcher will report the research results according to actual conditions in the field based on existing data without making changes or adjustments. Next, the researcher will analyze the data using the method proposed by Miles & Huberman, namely data collection, data reduction, data presentation, and drawing conclusions. The conceptual framework of this research is described in the following scheme:

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          ┌─────────────────────────┐
          │      The Researcher     │
          └─────────────────────────┘
                       │
                       ▼
          ┌─────────────────────────┐
          │  Ten grade students of SMA │
          │ Swasta Xaverius Gunungsitoli │
          └─────────────────────────┘
                       │
              ┌────────┴────────┐
              ▼                 ▼
     ┌───────────────┐   ┌───────────────────┐
     │ Monitoring in │   │ Students' English  │
     │   Reading     │   │  Reading Material  │
     └───────────────┘   └───────────────────┘
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┌─────────────────────────────────┐
│ 1. Monitoring comprehension     │
│ 2. Metacognitive monitoring     │
│ 3. Comprehension evaluation     │
└─────────────────────────────────┘
         ↙              ↘
┌──────────────┐   ┌──────────────┐
│  Interview   │   │ Observation  │
└──────────────┘   └──────────────┘
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      ┌──────────────────┐
      │  Data Analysis   │
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                │
    ┌────────────────────────────────────┐
    │ The Descriptions of Monitoring in   │
    │ Reading of Students' English Reading│
    │ Material at SMA Swasta Xaverius     │
    │ Gunungsitoli                         │
    └────────────────────────────────────┘
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2.3 The Latest Related Research

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

Underlining to focus attention on important points, and (7) Proposing ask yourself questions to double check understanding.

Secondly, (Afriani, 2022) research entitled "The Effect of Smart (Self Monitoring Approach to Read and Think) Strategy in Students' Reading Comprehension at SMAN 4 Bengkulu". This research is experimental research which aims to determine the effect of the SMART (Self Monitoring Approach to Read and Think) strategy on students' reading comprehension. The research results show that the SMART strategy is effectively used to improve students' ability to understand reading, especially in finding the main idea and identifying specific information. There is a significant difference between the reading comprehension progress of students who learn through the SMART strategy and those who do not.

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

CHAPTER III
RESEARCH METHOD

3.1 Approach and Type of the Research

This research aims to describe the Monitoring Reading of Students' English Reading Material. This research will use a inductive research design under descriptive approach, which is the study of natural phenomena or events without manipulation, with the aim of exploring the underlying meaning and truth. The aim of qualitative research is to understand social phenomena holistically in the real world through descriptive techniques. Qualitative data is descriptive stemming from various sources like documents, recordings, transcripts, words, and images (Nasir & Sukmawati, 2023). Qualitative inquiry is flexible and driven by the data itself, using semi-structured information to study natural cases in detail with the emphasis of subjectivity.

In general, qualitative methodology aims to understand in depth experiences, behavior and attitudes through interviews and observations. The results are descriptive insights to develop new theories or perspectives on a topic. Despite its limitations, qualitative research remains important in many fields.

3.2 Variables of the Research

Variables refer to attributes or characteristics of individuals or organizations that researchers can measure or observe. These attributes vary across the subjects or groups under study. Measurement means the researcher collects information by having participants respond to specific questions.

There are two variables in this research, namely the independent variable and the dependent variable. The dependent variable is a variable that is influenced by other variables in an experiment, while the independent variable is a variable that influences the dependent variable in an experiment (Salmia, 2023). So. independent variables are variables that have the

ability to influence other variables, and dependent variables are variables that are influenced by other variables. Therefore, it appears that one variable influences the other variable. So in this research the independent variable is the Monitoring in Reading and the dependent variable is English Reading Material.

3.3 Setting and Schedule of the Research

This research will be conducted at SMA Swasta Santu Xaverius Gunungsitoli was located at Jalan Nilam No. 7, Ilir, Kecamatan Gunungsitoli, Kota Gunungsitoli. There are 24 teachers at this school and 2 of them are English teachers. This school consists of 30 classes, which consist of approximately 250 students. This study will be conducted in Mei 2024. The time allocation referred to the educational calendar of SMA Swasta Xaverius Gunungsitoli.

3.4 Source of Data

Data sources in research refer to subjects that researchers can obtain data from. If a study uses interviews to collect data, the respondents providing answers to the researcher's questions serve as the data source. With observation techniques, moving objects or processes become potential data sources. For documentation studies, documents and records constitute the data source, while their content is the research object.

There are two types of data used in research, namely primary data and secondary data. Primary data is information, facts and realities that are directly related to research and are the main factor in determining the success of a research. Without primary data, a research cannot be said to be successful. Meanwhile, secondary data is information, reality and facts related to research but not directly related to it, as well as supporting documentation related to primary data. Secondary data is shallower and cannot capture the depth of information like primary data. Secondary data is not very convincing and proven, but it can describe several research findings to support the data.

The data sources in this research were class X English teachers and students at SMA Swasta Xaverius Gunungsitoli. Researcher will interview students based on interview guidelines to obtain data about how they can understand reading so that they can access students' understanding through monitoring students in reading and observing while students read.

3.5   Instrument of the Research

Research instruments refer to tools used to collect data about concepts of interest in a study. Instruments enable the researcher to obtain the necessary data to facilitate the research process (Arpaci, 2020). In qualitative research, the researcher acts as an instrument by directly asking questions, listening, observing and gathering data through interacting with participants. The researcher's involvement is integral in qualitative studies to enable human engagement throughout the research process.

This research uses semi-structured and open interview guidelines, observation and recording equipment for documentation. To conduct interviews, researchers used an interview guide with semi-structured questions for students so they could provide detailed responses. Interviews are used to gain insight into a person's subjective experiences, opinions, and motivations, as opposed to facts or behavior. Recordings were taken with cell phones, voice recorders, and video recorders when necessary. Observation is direct observation carried out systematically and accompanied by detailed recording of the objects examined or observed. Researchers will observe teachers during learning activities, especially when discussing reading material, so that teachers can ensure students understand what they have read.

3.6   Data Collecting Technique

Data collecting technique as a method of data analysis techniques. There are some data collecting techniques that the author uses, namely :

1. Interview

    Interviewing involves direct, face-to-face questioning between the interviewer and interviewees to obtain information for research purposes. The responses are typically recorded or documented. Interviews are conversational interactions between the researcher (seeking information) and informants (who possess important information about the research topic) (Caroline et al., 2022).

    In this research, the author uses a semi-structured interview approach. This involves preparing questions and potential answers in advance, but maintaining a free and open format during the actual interview. Informants are asked to share opinions and ideas freely, while the interviewer records the responses. To collect data, the researcher first compiled a list of interview questions related to reading monitoring and English reading materials for students. The selected informants are relevant parties such as the students themselves.

    Before the interview, the researcher explained the purpose and asked for permission to record. Then the researcher asked questions and gave the informant the opportunity to add other important information. The data to be collected includes the informants' perceptions and experiences, the reading strategies and techniques used, the obstacles they face, their opinions, as well as concrete examples of the English reading monitoring process. This data is expected to provide an in-depth picture of how students monitor English reading and the factors that influence their comprehension of English reading.

2. Documentation

    Documentation involves collecting secondary data in the form of existing materials like documents, notes, reports, and other records related to the research topic. Documentation constitutes a way of chronicling events. These archived records can serve as valuable data sources for research (Dewi, 2022). In this research, the documents to be collected consist of two types, namely documents created by the researcher themselves such as notes, photos and video recordings, as

well as pre-existing documents. Existing documents include English modules or textbooks used by students, student reading worksheets or practice, syllabi for English subjects, as well as documentation of learning to read activities in class in the form of photos, videos, or recording. This entire document aims to provide researchers with a comprehensive picture of how students monitor when reading English texts, as well as supporting and inhibiting factors.

Data from these documents will complement and support the data obtained through interviews and observations. Points out that documentation can be a useful means of gathering pertinent data for research studies. The main benefit of documentation as a data collection tool lies in accessing information that provides insight into the research problem but without necessitating primary data collection.

3. Observation

Observation involves directly observing and taking notes on the situation and behavior of research subjects in their natural setting. Observation is one of the most vital research methods for deepening knowledge about a phenomenon under study (Taherdoost, 2021). The researcher is physically present to obtain valid evidence for their report. Observation entails researchers documenting the information as they witness it during the study. In this research, the subjects of observation were teachers and students. Regarding teachers, things that will be observed include the learning strategies/methods applied, directions given to students regarding reading monitoring, teacher-student interactions when accompanying such as providing feedback, clarification or monitoring questions, use of media/learning aids, as well as teacher evaluation/reflection on student reading monitoring activities.

Meanwhile, for students, what will be observed are the reading strategies used, such as taking notes, marking, repeated reading, efforts to check understanding and identify difficulties, interactions with teachers, friends, and English reading texts, as well as students'

responses/reflections after reading activities. This direct observation of teachers and students aims to obtain a real picture of the ongoing English reading monitoring process, including interactions and strategies used in facilitating and carrying out these activities.

3.7 Data Analysis Technique

According to Nasir & Sukmawati, (2023) data analysis involves organizing the sequence of data into patterns, categories and basic descriptions to identify themes and formulate working hypotheses suggested by the data. According to Dewi, 2022 there are three technique in analyze the data, namely :

1. Data Condensation

    Data condensation is the process of selecting, reducing, organizing, eliminating, and/or expanding the data found in the entire collection of written field notes, interview transcripts, documents, and other evidence. Data condensation increases the power of the data. The type of analysis known as "data condensation" involves refining, focusing, eliminating, and organizing data so that "final" conclusions can be drawn and confirmed.

    In this research, after collecting data from various sources such as interviews, observations and documents, researchers will carry out data reduction. The data condensation process was carried out by sorting and selecting only data that was relevant to the research focus, namely related to monitoring reading on students' English reading materials. Data that is irrelevant and not related to the topic will be removed so that the data becomes more focused and does not expand to other things outside the scope of the research. For example, if there is interview data that discusses topics outside of reading monitoring, then that data will not be included in the further analysis process.

2. Data Display

    A display is an arrangement of data that has been organized to make decisions and action easier. Seeing the data presentation display

allows us to understand the situation and take appropriate action, such as conducting further analysis or acting on our understanding. Strong qualitative analysis relies heavily on effective data visualization.

3. Drawing conclusion and verifying

Drawing conclusion and verifying is the process of elaborating conclusions based on previous descriptions or previously obtained decisions. The conclusions made must be relevant to the research focus, research objectives and research findings that have been interpreted and discussed.

CHAPTER IV
RESULT AND DISCUSSION

4.1   Research Findings

4.1.1 The Result of Observation

The Observations was conducted by the researcher to collect the information about the phenomenon exist in the month. The researcher observed during teaching and learning english text reading activities. the observation were done on 2nd, 7th, 14th, 21st, 28th April 2024. The researcher was allowed to be gathered in the classroom with 36 students of X. Observations focused on student behavior and actions that reflected the use of monitoring in reading. The following are the main findings from the observations.

1. **Monitoring Comprehension**

Based on the 36 students observed, 29 students (80%) showed good monitoring comprehension skills. As many as 31 students (86%) were seen frequently re-reading parts that were difficult to understand so that they could understand better by reading more slowly and carefully, and ensuring understanding of important or key parts. Meanwhile, 27 students (75%) took notes while reading, they made short notes to mark the parts they had to master and find out. Then 30 students (83%) were seen underlining or highlighting important parts in the text, they did this with the aim of making it easier to remember, helping focus on main information, and identifying important ideas in the reading. Furthermore, 25 students (69%) were seen using a dictionary or other reference source when they encountered difficult words. Every English lesson they always brought a dictionary, with the aim of looking for new words or vocabulary for them and they would write them down and memorize them and 22 students (61%) seemed to stop for a moment to think about what they had read, then think and continue reading.

Chart 4.1.1.1 Monitoring Comprehension Observation with Students

Monitoring Comprehension
- Re-reading: 86%
- Took notes: 75%
- Underlining/highlighting: 83%
- Using a dictionary/reference: 69%
- Stop for a moment: 61%
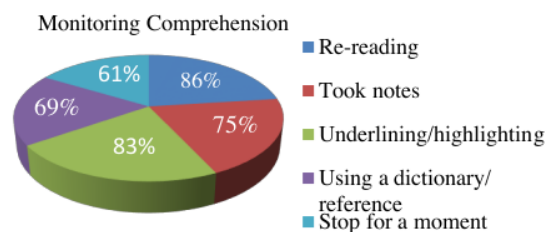
Based on the chart 4.1.1.1, first monitoring their understanding, students revealed that they carried out various strategies to monitor and ensure their understanding of the reading content. The strategy most often used by students in monitoring comprehension is rereading difficult passages. Students stated that they often reread passages they found difficult to understand. They take notes while reading, to mark the parts they need to master and find out. Students revealed that they often underline important parts in the text. This strategy is carried out with the aim of making it easier to remember, helping to focus attention on main information, and identifying important ideas in the reading. Students also use strategies such as summarizing the contents of the text in their own words, creating questions and answering them themselves. These strategies help them ensure thorough understanding of the reading content. In addition, some students revealed that they used strategies such as guessing the meaning of new words from the context of the sentence. Look up the meaning of the word in the dictionary, and retell the contents of the text to other people.

2. Metacognitive Monitoring

Based on the 36 students observed, 22 students (60%) implemented metacognitive monitoring effectively. As many as 24 students (67%) were seen stopping for a moment to reflect on what they had read, they were able to think again and not focus too much on parts that were not too important in the text. Meanwhile, 20 students (56%) appeared to make predictions about the content of the next reading, by looking at

the title and picture, they only guessed the further content of what they had read. Then 23 students (64%) were seen to identify the difficulties they faced when reading, their difficulties were in saying words when reading and words they had just read, so only a few of them focused on the difficulties. Furthermore, 19 students (53%) were seen adjusting their reading speed based on the difficulty level of the text, they would follow the text one by one in words, so that they could read well and 18 students (50%) seemed to use different strategies for different types of texts, they thought before reading and sometimes asked the teacher before reading.

Chart 4.1.1.2 Metacognitive Monitoring Observation with Students

Metacognitive Monitoring

■ Stopping
■ Make predictions
■ Identify the difficulties
■ Adjusting reading speed
■ Use different strategies

50% 67%
53%
64% 56%
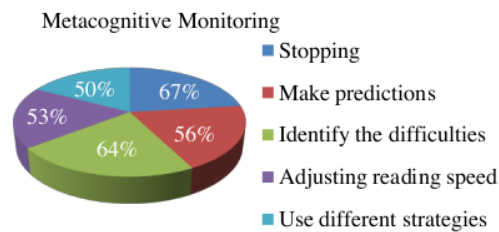
Based on the chart 4.1.1.2, in metacognitive monitoring, students show quite good metacognitive awareness in the reading process. Students stated that they planned reading strategies before starting reading activities. Planned strategies include scanning the text first, reading related questions, or thinking about the purpose of the reading. In addition, students expressed that they realized when they were experiencing difficulties. When students become aware of comprehension difficulties, they will adjust their reading strategies. Adjusted strategies include reading more slowly and carefully, looking up key vocabulary, or using other strategies that can help them understand difficult passages. Besides that some students also revealed that they evaluated their own reading performance after finishing reading. This evaluation is carried out by trying to summarize the

content of the reading, answer questions about the content of the text, or connect new information with the knowledge they already have.

3. **Comprehension Evaluation**

  Based on the 36 students observed, 25 students (70%) were able to carry out comprehension evaluation effectively. As many as 27 students (75%) could summarize the contents of the reading well when asked, they summarized the main ideas after finishing reading, sometimes they used their own sentences to make a summary to make it easier for them. 26 students (72%) were able to answer questions related to reading accurately, after the teacher's assessment results, they got good grades. Then 24 students (67%) seemed to be able to connect new information with the knowledge they already had, they remembered, for example, that last week they had learned something related to the text they had just read and were able to understand it. Furthermore, 23 students (64%) seemed able to identify the main idea in the paragraph, they got the main idea at the beginning and end of the text, in other lessons they had found the main idea of the text and 22 students (61%) seem to be able to ask questions about the text they have read, even though they are only easy questions, but they still ask questions and ask new words or sentences that they don't understand to their teachers and friends.

Chart 4.1.1.3 Comprehension Evaluation Observation with Students
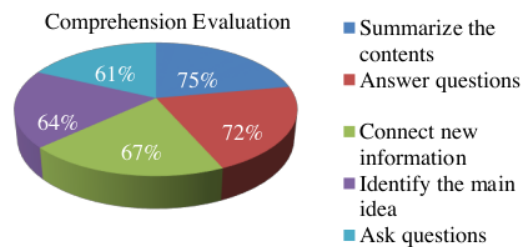
Based on the chart 4.1.1.3, in comprehension evaluation, a small number of students evaluate their understanding after finishing reading. The strategy most often used by students in evaluating understanding is answering questions about the content of the text. Students stated that they tried to answer questions related to the content of the reading to evaluate their understanding. Another strategy used by students is to summarize the main ideas of the text they read. There are students who state that they summarize the main ideas after finishing reading, then there are also those who connect new information obtained from the text with previous knowledge as a form of evaluating understanding. However, most students admit that they rarely evaluate their understanding after finishing reading. There were even students who stated that they immediately continued to the next reading without evaluating first.

Monitoring in reading is a process active where readers consciously monitor and evaluate their understanding of the text. It involves three main components: Monitoring Comprehension, Metacognitive Monitoring, and Comprehension Evaluation. This process allows readers to identify difficulties, apply appropriate strategies, and ensure effective comprehension of the material read."

Chart 4.1.1.4 Component of Monitoring in Reading of the Observation

Component of Monitoring in Reading
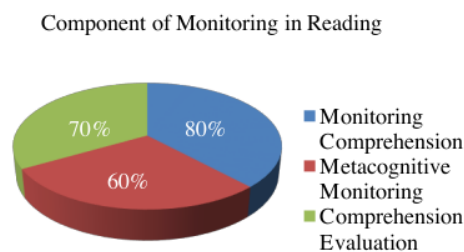
Based on the chart 4.1.1.4, Monitoring Comprehension emerged as the most recognized strategy, with 75% of students reporting its use. In this strategy, students were especially aware of their habits of rereading difficult passages (44%), underlining important passages (42%), and taking notes (36%). Comprehension Evaluation was the second most frequently reported

strategy (64%), with a focus on answering text-related questions (36%) and identifying main ideas (33%). Metacognitive Monitoring, although least reported (56%), still shows students' awareness of identifying difficulties in texts (31%) and reflecting on reading content (28%).

4.1.2 The Result of Interview

The interview was conducted by the researcher to collect the required information conducted with 36 students revealed insights into the monitoring in reading used when dealing with English texts. The following are details of the findings from the interview results:

1. Monitoring Comprehension

A total of 27 students or 75% of the total respondents said that they were aware of Monitoring Comprehension. This strategy emerged as the most frequently used among the three main strategies studied. In the context of active comprehension monitoring, 16 students (44%) stated that they often reread parts of the text that were difficult to understand. One student explained, "Ketika saya menemui kalimat yang sulit, saya biasanya membacanya dua atau tiga kali sampai saya merasa paham." Underlining or highlighting important parts in the text was reported by 15 students (42%). One student commented, "Saya selalu membawa stabile dan pena, saat membaca saya akan menandai untuk mengingat poin penting dalam teks." Taking notes while reading was a strategy used by 13 students (36%). "saya suka menulis kata kunci dan juga meringkas dengan singkat di buku catatan saya," said one respondent.

In terms of managing understanding, 11 students (31%) reported that they often used a dictionary when they encountered difficult words. One student explained, "saya biasanya mencoba menebak arti dari sebuah kata yang baru saya baca, namun ketika saya masih tidak paham saya akan mencarinya di kamus." Connecting new information with existing knowledge was reported by 10 students (28%). "saya selalu mencoba menghubungkan apa yang saya baca dengan hal-hal yang sudah saya ketahui. Ini membuat saya mudah mengerti dan mengingat,"

said one respondent. Visualizing reading content is a strategy used by 9 students (25%). One student explained, "saya suka membayangkan apa yang sudah saya baca, seolah itu terjadi di kehidupan saya. Ini membantu saya lebih memahami dan mengingat". Look at chart 4.1.2.1 below.

**Chart 4.1.2.1 Monitoring Comprehension Interview with Students**

Monitoring Comprehension

- Reread parts of the text
- Underlining/highlighting
- Taking notes
- Used a dictionary
- Connecting new information
- Visualizing reading
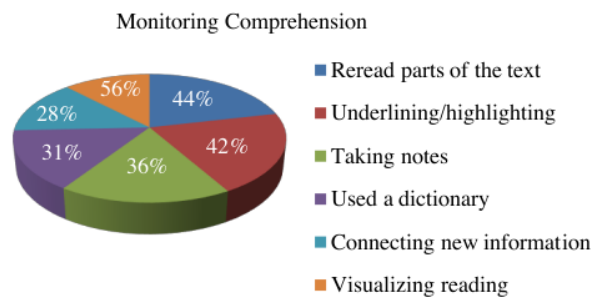
2. Metacognitive Monitoring

Metacognitive Monitoring strategies were reported to be used by 20 students or 56% of the total respondents. Although this is the lowest percentage among the three strategies, these findings indicate that more than half of the students have metacognitive awareness in their reading process. In the awareness aspect, 11 students (31%) reported that they actively identified difficulties in the text. "saya selalu mencoba mengenali bagian dari teks yang saya rasa itu sulit bagi saya," said one respondent. Reflecting on reading content was reported by 10 students (28%). One student explained, "setelah membaca beberapa paragraph, saya biasanya berhenti sejenak untuk memikirkan apa yang sudah saya baca dan apakah saya memahaminya walau itu hanya sesaat saja".

In the context of self-regulation, 9 students (25%) stated that they used different strategies for different types of texts. "cara saya membaca buku dengan artikel atau koran itu memiliki perbedaan, itu tergantung keinginan dan jenis teks yang ingin saya baca." said one respondent. Adjusting reading speed was reported by 8 students (22%). One student explained, "jika saya menemui bagian yang sulit, saya akan

membaca lebih pelan, tetapi jika bagiannya mudah saya akan membaca lebih cepat." Look at chart 4.1.2.2 below.

**Chart 4.1.2.2 Metacognitive Monitoring Interview with Students**

Metacognitive Monitoring

- Identify the difficulties
- Reflecting
- Use different strategies
- Adjusting reading speed
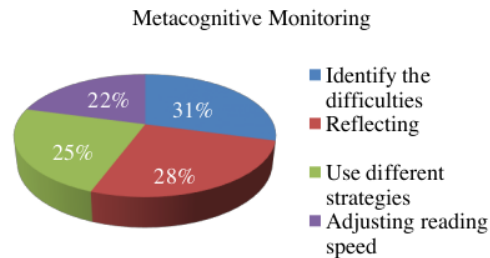
3. **Comprehension Evaluation**

The Comprehension Evaluation strategy was reported to be used by 23 students or 64% of the total respondents, placing it as the second most frequently used strategy. In the aspect of assessing understanding, 13 students (36%) reported that they often answered questions related to the text to test their understanding. "setelah membaca, saya suka membuat pertanyaan untuk diri sendiri dan mencoba menjawabnya tanpa melihat teks," said one respondent. Identifying the main idea in the text was reported by 12 students (33%). One student explained, "saya selalu mencoba menemukan inti dari setiap paragraph, ini membantu saya memahami struktur keseluruhan teks."

In the context of summary after finishing reading, 12 students (33%) reported that they summarized the content of the reading after finishing reading. "setelah selesai membaca, saya mencoba merangkum apa yang saya baca dalam beberapa kalimat" said one respondent. Making questions about the text they have read was reported by 9 students (25%). One student explained, "saya suka membuat pertanyaan tentang apa yang saya baca, ini membantu saya menjawab pertanyaan baik dalam teks maupun diskusi". Look at chart 4.1.2.3 below.

Chart 4.1.2.3 Monitoring Comprehension Interview with Students

Comprehension Evaluation

- Answer questions
- Identify the main idea
- Summarize the contents
- Making questions
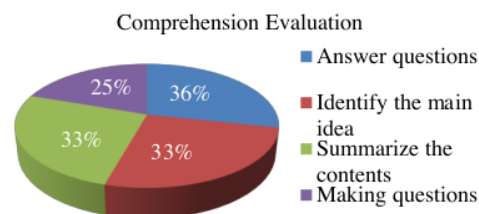
The results of these interviews provide a rich picture of how students apply various reading strategies. These findings indicate that most students have good awareness of their reading process and actively use various strategies to improve their understanding of English texts. Monitoring comprehension emerged as the most widely used strategy, with 75% of students reporting its conscious use. This shows that most students are active in monitoring and managing their understanding when reading English texts. Rereading difficult passages was the most commonly used technique in Monitoring Comprehension, with 44% of students reporting its use. This indicates that students have good awareness to overcome the understanding difficulties they face. The use of visual aids such as underlining or highlighting text is also popular among students, with 42% reporting use of this strategy. This shows that students tend to use visual methods to help them identify and remember important information.

The Comprehension Evaluation strategy was the second most frequently used strategy, with 64% of students reporting its use. This shows that the majority of students realize the importance of evaluating their understanding after reading. In the context of Comprehension Evaluation, answering text-related questions was the most frequently used method, with 36% of students reporting it. This indicates that students are active in testing their own understanding. Metacognitive Monitoring emerged as the least frequently used strategy, but was still reported by more than half of respondents (56%). This shows that although not as common as other strategies, many students have metacognitive awareness in their reading process. In Metacognitive Monitoring, identifying difficulties in text was the most frequently reported activity (31%). Look at chart 4.1.2.4 below.

Chart 4.1.2.4 Component of Monitoring in Reading of the Interview

Component of Monitoring in Reading
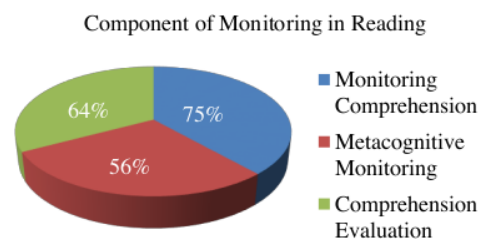
This shows that students are quite aware of the challenges they face when reading. There was significant variation in strategy use among students, indicating that they have different preferences and learning styles. Many students reported using multiple strategies, indicating that they have a flexible and comprehensive approach to reading English texts. Overall, the interview results show that the majority of students have a good awareness of reading strategies and actively apply them.

4.2 Discussion

4.2.1 The Analysis and Interpretation of the Research Findings

A. The Descriptions of Monitoring Reading on Students' English Reading Material

Monitoring in reading English texts can be defined as the ability in an active process where readers consciously monitor, evaluate and regulate their understanding when reading which refers to the process of paying attention to one's own level of understanding when reading a text. Monitoring in reading is the ability to observe and understand comprehension when reading which refers to the process of paying attention to one's own level of understanding while reading a text.

Monitoring students' reading can be described in three main aspects. Can be seen from chart 4.1.1.4 and chart 4.1.2.4, first is Monitoring Comprehension emerged as the most dominant strategy used by students. Students demonstrated good skills in this aspect, indicating that the majority of students actively monitor their comprehension when reading English texts. The most frequently used specificity is rereading difficult passages, with students applying them. This shows that when students encounter difficulties in understanding a text, they do not hesitate to go back and reread it, indicating their awareness of the importance of thorough understanding.

Based on chart 4.1.1.1 and chart 4.1.2.1 students underline or highlight important passages in the text. This strategy helps students identify and remember key information, which is important for overall

understanding of the text. The use of this visual strategy shows that students do not just read passively, but actively interact with the text. Students take notes while reading. This note-taking activity shows that students are actively processing the information they read, which can improve retention and understanding. This also indicates that students are trying to organize the information they get from the text. The use of a dictionary when encountering difficult words shows students' initiative in overcoming barriers to understanding caused by limited vocabulary, which often becomes a challenge in reading foreign language texts.

The second is Metacognitive Monitoring, even though the percentage is lower than monitoring comprehension, students apply metacognitive monitoring effectively. This shows that more than half of the students have metacognitive awareness in their reading process. Students were seen pausing to reflect on what they had read. This indicates that students are not only focused on immediate understanding, but are also trying to integrate new information with existing knowledge. Students are able to identify the difficulties they face when reading. This ability is important because it allows students to recognize areas where they need to improve their understanding or seek help. Can be seen from chart 4.1.1.2 and chart 4.1.2.2.

Students appear to use different strategies for different types of texts. This shows flexibility in reading approaches, where students adapt their strategies based on the characteristics and demands of different texts. Adjust their reading speed based on the difficulty of the text. This ability shows good metacognitive awareness, where students can organize their reading process according to the complexity of the material.

And the third is Comprehension Evaluation, students are able to evaluate understanding effectively. This shows that most students not only focus on the reading process, but are also able to evaluate their understanding after finishing reading. Students can summarize the

content of reading well when asked. This ability to summarize indicates that students can identify and integrate the main ideas of the texts they read, which is an important skill in deep comprehension. Can be seen from chart 4.1.1.3 and chart 4.1.2.3.

Students are able to answer questions related to reading accurately. This shows that they not only understand the text in general, but can also remember and apply specific information from the reading. Appear to be able to connect new information with the knowledge they already have. This shows that students are not just passively receiving information, but are actively integrating it with existing knowledge, which is an important aspect of meaningful learning. Students are able to identify the main idea in a paragraph. This ability is important for understanding the structure and essence of the text being read.

Monitoring reading allows readers to pay attention and adjust their level of comprehension during the reading process. Good reading, especially in the context of reading English texts has the following characteristics, such as

1. Active, with students demonstrating good monitoring comprehension skills, effective reading involves active monitoring of comprehension. This can be seen from the students who reread difficult passages and underline important passages

2. Strategic and Flexible, good readers can adapt their approach. This reflects the ability to switch between top-down and bottom-up strategies as needed

3. Responsiveness to text difficulty, adjusted their reading speed based on text difficulty, indicating the ability to apply scanning and skimming techniques effectively

4. Metacognitive, good readers demonstrate metacognitive awareness, reflect on what they have read

5. Evaluative, able to summarize the content of the reading and answer questions related to the reading accurately. This shows that

good readers not only understand, but can also evaluate and apply the information they read

6. Integrative, able to connect new information with existing knowledge, indicating that effective readers integrate new information into existing knowledge structures

7. Proactive in overcoming difficulties, use dictionaries when encountering difficult words, showing initiative in overcoming barriers to understanding

8. Organized, took notes during reading, indicating that good readers actively organize information to improve comprehension and retention

9. Reflective, able to identify the main idea in a paragraph, demonstrating the ability to reflect and synthesize the information read.

Although not all students demonstrate all of these characteristics to the same degree, effective readers tend to combine these strategies. It is important to note that there is room for improvement, especially in the aspects of metacognitive monitoring and the use of more complex strategies, which can be a focus for further development of reading skills.

B. **The Dominant Component in Monitoring Reading on Students' English Reading Material**

Monitoring reading of students' English reading materials shows that there are three main components used by students. Can be seen from chart 4.1.1.4 and chart 4.1.2.4, the first component is comprehension monitoring, where students actively observe their level of comprehension during the reading process. In this component, students often use strategies such as rereading difficult passages, underlining important information, and taking notes. Some students even create their own questions or try to guess the meaning of new words from the context of the sentence. Students apply monitoring comprehension strategies well. This indicates that the majority

of students actively monitor their comprehension when reading English texts. The most frequently used is rereading difficult passages. This shows that students have high awareness to overcome the understanding difficulties they face. Underlining or highlighting important passages in a text, helps students identify and remember key information, which is important for overall understanding of the text. Meanwhile, students were seen taking notes while reading. This note-taking activity shows that students are actively processing the information they read, which can improve retention and understanding. Can be seen from chart 4.1.1.1 and chart 4.1.2.1

The second component is metacognitive monitoring, which indicates a student's level of awareness and control over their reading process. Can be seen from chart 4.1.1.2 and chart 4.1.2.2 students plan reading strategies before starting, are able to recognize when they are experiencing difficulty, and can adjust their approach as needed. This indicates that students have the ability to think about their own thought processes and organize their reading strategies effectively. Students apply it effectively, although this percentage is lower than monitoring comprehension, it still shows that more than half of the students have metacognitive awareness in their reading process. Students were seen stopping for a moment to reflect on what they had read. This indicates that students are not only focused on immediate understanding, but are also trying to integrate new information with existing knowledge.

Students appeared to use different strategies for different types of texts. This is related to top-down and bottom-up approach strategies in reading. When faced with texts that are familiar or have a lot of context, students tend to use a top-down approach, relying on their previous knowledge to understand the text. In contrast, when faced with more difficult or unfamiliar texts, they may switch to a bottom-up approach, focusing on linguistic details such as vocabulary and sentence structure. The ability to switch between these two approaches shows flexibility in students' reading strategies. Students appear to adjust their reading speed based on the

difficulty level of the text. This is closely related to scanning and skimming techniques. When students scan, they read quickly to look for specific information, while skimming is used to get a general idea of the text. The ability to adjust reading speed indicates that students can apply scanning and skimming techniques effectively, depending on their reading goals and the level of difficulty of the text.

The third component is evaluation of understanding, which seems to be the least dominant component among the three components. Can be seen from chart chart 4.1.1.3 and chart 4.1.2.3. Although some students perform evaluations after reading, such as answering questions or summarizing main ideas, most students rarely perform formal evaluations of their understanding after completing reading. This shows that there are areas that still need to be improved in the students' reading process. This shows that most students not only focus on the reading process, but are also able to evaluate their understanding after finishing reading. Students can summarize the contents of reading well when asked. This ability to summarize indicates that students can identify and integrate the main ideas of the texts they read.

Furthermore, students are able to answer questions related to reading accurately. This shows that they not only understand the text in general, but can also remember and apply specific information from the reading. This ability is important for academic success and deep understanding of the material read. Students appear able to connect new information with the knowledge they already have. This shows that students are not just passively receiving information, but are actively integrating it with existing knowledge, which is an important aspect of meaningful learning.

Overall, these results illustrate that students have a fairly wide repertoire of monitoring strategies in reading English texts. Although there was variation in the level of strategy use, the majority of students demonstrated good awareness and ability to monitor and evaluate their understanding. However, there is still room for improvement, especially in the aspects of metacognitive monitoring and the use of more complex strategies.

4.2.2 The Research Findings versus to the Latest Related Researchers

In the previous chapter, researcher stated there were three latest related researches. The research was focused on finding out the descriptions and the dominant component in monitoring reading on student's English reading material. The researcher compared it with the latest related researchers. Comparison between the main concepts of each theory, relevant research findings, and an analysis of how they align or differ as in Table 4.2.2 below.

Table 4.2.2 The Research Findings Compare to the Latest Related Researchers

No	Point of Comparison	Latest Related Researcher	My Research Findings	Comparison
1	Research Design	1. (Susanti et al., 2021) a qualitative descriptive approach was used as the research design, so the researchers utilizing MRS using think-aloud and retrospective methods 2. (Afriani, 2022) experimental research, the experimental group consists of students who are taught using the SMART (Self-Monitoring Approach to Reading and Thinking) reading strategy. Treatment success is determined by comparing post-test scores 3. (Abu Bakar & Rafika, 2020) the method used is quasi-experimental. In quasi-experimental research the author conducted research by observing the increase in students' reading comprehension using experimental research	This research used a qualitative descriptive approach, with observed and interview that students who actively engaged in comprehension monitoring demonstrated better awareness of their level of understanding. To answer the research questions, a qualitative descriptive approach was used as the research design	Similar qualitative approach, but with different data collection methods
2	Research Subject	1. (Susanti et al., 2021) the subjects of this research are postgraduate students majoring in ELE, State University of Malang 2. (Afriani, 2022) the subjects of this research are students at SMAN 4 Bengkulu 3. (Abu Bakar & Rafika, 2020) the subjects of this research are students at SMPN 8 Langsa	The subjects of this research are students class X of SMA Swasta Santu Xaverius Gunungsitoli	Differences In educational level of research subject
3	Research	1. (Susanti et al., 2021) there are	Monitoring in	Identifying

	Result	seven reading strategies that are monitored when reading, namely, (1) restating strategies, (2) making core conclusions, (3) using Google Translate, (4) Reread, (5) Use context clues, (6) underline and (7) Ask questions 2. (Afriani, 2022) SMART (Self Monitoring Approach to Read and Think) is effectively used on students' ability to understand reading because there is a significant difference between the writing progress of students who learn through the SMART strategy and those who don't. The SMART strategy is effective for increasing students' understanding in the aspects of finding main ideas and identifying specific information 3. (Abu Bakar & Rafika, 2020) the Self Monitoring Approach Reading to Thinking (SMART) strategy has many advantages in teaching reading comprehension : makes students more interested and enjoy learning by background can stimulate, refresh and support learning	reading as the ability in an active process where readers consciously monitor, evaluate and regulate their understanding when reading. This process involves three main components: Monitoring Comprehension, Metacognitive Monitoring, and Comprehension Evaluation. The most dominant component is Monitoring Comprehension, with involves strategies such as rereading difficult passages, underlining important passages, taking notes and using a dictionary	similar strategies such as rereading, making inferences, and using contextual clues. Good metacognitive awareness, especially in planning and adjusting reading strategies. Various strategies used by students, including underlining, summarizing, and creating questions

In conclusion, while the current study largely corroborates the findings of recent related research regarding the importance and variety of metacognitive strategies in reading, it also provides new insights, particularly in identifying the dominance of comprehension monitoring and the relative weakness in comprehension evaluation practices. These findings can inform future research directions and pedagogical approaches in enhancing students' reading comprehension skills.

4.2.3 The Research Findings versus the Theories

After getting the result of the research, the researcher compared it with the theory of the research. The research was focused on finding out the descriptions and the dominant component in monitoring reading on

student's English reading material. The findings of this study relate to several key theories in this field, including Metacognitive Theory, Schemata Theory, and Information Processing Theory. Comparison between the main concepts of each theory, relevant research findings, and an analysis of how they align or differ as in Table 4.2.3 below.

Table 4.2.3 The Research Findings Compare to Theories

No	Point of Comparison	Other researcher	My Research Findings	Comparison
1	Suitability	1. (John Flavell) metacognitive awareness and active control over comprehension 2. (Richard C. Anderson) linking new information to existing knowledge 3. (Robert Glaser) various processes in comprehending text	Comprehension Students demonstrate planning of reading strategies, use of strategies such as rereading and underlining, report connecting information new to prior knowledge. Students demonstrate various comprehension processes	Mostly consistent with theory, but there are several different strategies
2	Generalization	1. (John Flavell) the importance of awareness recognition 2. (Richard C. Anderson) Students use strategies 3. (Robert Glaser) Various processes in comprehending text	There is awareness of students in understanding a text by using strategies such as rereading difficult passages summarizing, generating questions	There are other monitoring strategies employed in an attempt to compensate for failures in reading
3	Implication	1. (John Flavell) metacognitive forming interpretations and integrating knowledge 2. (Richard C. Anderson) detecting and correcting comprehension failures 3. (Robert Glaser) Building coherent mental representations	Students use of a lot strategies to integrating information and looking for unfamiliar	Research does not explicitly explore how students determine the coherence of representations

These comparisons not only help validate research results, but also provide insight into how students' practices align with or differ from existing theoretical models. This comparison will help us understand not only current student reading monitoring practices, but also potential areas

for further development and research. In conclusion, the research findings generally support many aspects of these theories, particularly in terms of metacognitive awareness and the use of various comprehension monitoring strategies. However, they also highlight areas where student practices might be enhanced to better align with theoretical models and explicit connection of new information to prior knowledge. These insights can guide future educational practices and research in reading comprehension.

4.2.4 The Research Findings Implication

The findings of this research have several important implications for educational practice, and future research in the field of reading comprehension and monitoring. These implications can be categorized as follows, emphasis on Comprehension Monitoring Strategies, teachers should focus on reinforcing and expanding students' use of comprehension monitoring strategies. This could involve explicit instruction and modeling of effective strategies such as rereading, underlining, summarizing, and question generation.

While students demonstrated good metacognitive awareness, there's room for improvement. Teachers could incorporate more activities that promote metacognitive thinking, such as think-aloud protocols or reflective journals, to help students become more conscious of their reading processes. The findings revealed that Comprehension Evaluation was the least dominant component. This suggests a need for teachers to place greater emphasis on post-reading evaluation activities. This could include teaching students how to effectively summarize, critically analyze, and reflect on what they've read after completing a text.

Students should be encouraged to become more aware of their own reading processes and to actively engage in all aspects of reading monitoring, particularly post-reading evaluation. While students demonstrated a range of strategies, they should be encouraged to expand their repertoire and experiment with different approaches to find what works best for them in different reading situations. By addressing these

implications, educators, researchers, and policymakers can work towards improving students' reading comprehension skills and overall academic performance. The focus should be on creating a more balanced approach to reading instruction that emphasizes all aspects of reading monitoring, with particular attention to strengthening areas of weakness such as comprehension evaluation.

4.2.5 The Research Findings Limitation

The Researcher realized that in conducting the research, there were some limitations, such as :

a. As a Novel Researcher, the ability, intelligence and analytical are still lack to conduct comprehensive research. This may result in several shortcomings that prevent this research from being considered a perfect scientific work.

b. The informant for the research was only one class of class X Budi Pekerti at SMA Swasta Xaverius Gunungsitoli. These 36 students live in different environments and have different family, intelligence and economic backgrounds.

c. This research uses a qualitative approach with descriptive analysis, focusing on the monitoring aspect of reading and its main components. Researchers realize that the scope of this research is limited to these aspects.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

1. Monitoring in reading can be defined as the ability in an active process where readers consciously monitor, evaluate and regulate their understanding when reading. This process involves three main components: Monitoring Comprehension, Metacognitive Monitoring, and Comprehension Evaluation.

2. The most dominant component is Monitoring Comprehension, with involves strategies such as rereading difficult passages, underlining important passages, taking notes and using a dictionary.

3. Metacognitive Monitoring and Comprehension Evaluation are also implemented effectively by students, although with a lower percentage. Students demonstrated flexibility in the use of strategies for different types of texts, indicating metacognitive awareness.

5.2 Suggestion

1. For the students of SMA Swasta Santu Xaverius Gunungsitoli to be more active in using various monitoring strategies, increase metacognitive awareness, evaluate comprehension after reading, trying to apply new, unfamiliar strategies and evaluate their effectiveness

2. For the English teacher of SMA Swasta Santu Xaverius Gunungsitoli to focus on developing Metacognitive Monitoring skills, provide explicit training in monitoring, encourage students to adjust their reading speed use different strategies and provide specific feedback on students' use of monitoring

3. For future researchers to conduct longitudinal on the development of students' monitoring skills, investigating the relationship between the use of monitoring and students' academic achievement, explore factors that influence the use of monitoring and examine the role of technology in supporting the development of monitoring skills.

THE DESCRIPTIONS OF MONITORING IN READING ON STUDENTS' ENGLISH READING MATERIAL AT SMA SWASTA SANTU XAVERIUS GUNUNGSITOLI

9 Kartika Eva Prestiana, Sugito Sugito. "Managing human resource development of educators in inclusion-based elementary school", Journal of Education and Learning (EduLearn), 2021
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