



**THE USE OF SELF MONITORING TECHNIQUE TO IMPROVE  
THE TENTH YEAR STUDENTS' PARAGRAPH WRITING  
ABILITY AT SMUN 1 KENCONG IN THE 2008/2009  
ACADEMIC YEAR**

**Thesis**

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## TABLE OF CONTENTS

<b>TITLE</b> .....	<b>i</b>
<b>SUMMARY</b> .....	<b>ii</b>
<b>DEDICATION</b> .....	<b>v</b>
<b>MOTTO</b> .....	<b>vi</b>
<b>CONSULTANT’S APPROVAL</b> .....	<b>vii</b>
<b>APPROVAL OF THE EXAMINATION TEAM</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENTS</b> .....	<b>x</b>
<b>APPENDICES</b> .....	<b>xiii</b>
<b>LIST OF TABLES</b> .....	<b>xiv</b>

### **I. INTRODUCTION**

1.1 Background of the Research .....	1
1.2 Problem of the Research .....	4
1.3 Objectives of the Research.....	4
1.4 Scope of the Research .....	4
1.5 Operational Definition of the Term .....	4
1.5.1 Self-Monitoring Technique .....	4
1.5.2 Students’ Paragraph Writing Ability .....	5
1.6 The Significances of the Research .....	5

### **II. REVIEW OF THE RELATED LITERATURE**

2.1 The Nature of Writing .....	6
2.2 Paragraph Writing .....	6
2.3 Types of Paragraph .....	7
2.3.1 Descriptive Paragraph .....	7

2.4 Writing Ability .....	8
2.5 The Writing Process .....	9
2.5.1 Prewriting .....	9
2.5.2 Writing the First Draft .....	10
2.5.3 Revising .....	10
2.5.4 Editing .....	10
2.6 The Meaning of Self-Monitoring Technique .....	11
2.6.1 The Concept of Self Monitoring Technique .....	11
2.6.2 Forms of Self Monitoring .....	11
2.6.3 The Steps of Creating Self Monitoring.....	13
2.6.4 Research Hypothesis.....	14
2.7 The Advantages of Self-Monitoring in Writing .....	15

### **III. RESEARCH METHODS**

3.1 Research Design .....	16
3.2 Area Determination Method .....	18
3.3 Research Subjects .....	18
3.4 Data Collection Method .....	19
3.4.1 Primary Data .....	19
3.4.2 Supporting Data .....	21
3.5 Research Procedure .....	22
3.5.1 General Description of the Research .....	22
3.5.2 Details of the Research Procedures .....	23
3.6 Data Analysis Method .....	25

### **IV. RESEARCH RESULTS AND DISCUSSION**

4.1 The Result of Actions in Cycle I .....	27
4.1.1 The Implementation of the Action in Cycle I.....	27
4.1.2 The Result of Observation in Cycle I .....	27

4.1.3 The Results of Paragraph Writing Test in Cycle I .....	30
4.1.4 The Result of the Reflection in Cycle I .....	33
4.2 The Result of Action Cycle II .....	34
4.2.1 The Implementation of the Action in Cycle II .....	34
4.2.2 The Results of Observation in Cycle II .....	35
4.2.3 The Result of Writing Evaluation in Cycle II .....	36
4.2.4 The Result of Reflection in Cycle II .....	39
4.3 The Result of Secondary Data .....	40
4.3.1 The Result of Interview .....	40
4.3.2 The Result of Documentation .....	41
4.4 Discussion .....	41

## **V. CONCLUSION AND SUGGESTIONS**

5.1 Conclusion .....	43
5.2 Suggestions .....	43

## **REFERENCES**

## **APPENDICES**

1. Research Matrix
2. Interview Guide and Documentation Guide
3. Observation Guide
4. Documentation Results
5. Documentation Results
6. Observation Results
7. Lesson Plan Cycle 1 Meeting 1
8. Lesson Plan Cycle 1 Meeting 2
9. Lesson Plan Cycle 1 Meeting 3
10. Students' Worksheet Meeting 2 Cycle 1
11. Students' Worksheet Meeting 3 Cycle 1
12. Lesson Plan Cycle 2 Meeting 1
13. Lesson Plan Cycle 2 Meeting 2
14. Lesson Plan Cycle 2 Meeting 3
15. Students' Worksheet Meeting 2 Cycle 2
16. Students' Worksheet Meeting 3 Cycle 2
17. The Students' Mean Score
18. Surat Ijin Penelitian
19. Surat Keterangan telah Penelitian
20. Jadwal Konsultasi Skripsi

## LIST OF TABLES

<b>NO</b>	<b>NAMES OF TABLES</b>	<b>PAGE</b>
1	The scoring criteria of the students' descriptive paragraph writing	21
2	The Result of the Students' Paragraph Writing Ability in Cycle I	31
3	The Frequency and the Percentage of the Students' Paragaraph Writing Ability Test Score in Cycle I	32
4	The Result of the Students' Paragraph Writing Ability Test in Cycle II	37
5	The Frequency and the Percentage of the Students' Paragaraph Writing Ability Test Score in Cycle I	38
6	The Improvement of the students Paragraph Writing Ability in the First and second cycle	40

## SUMMARY

Ila Dwi Dayanti. 2008. **The Use of Self Monitoring Technique to Improve the Tenth Year Students' Paragraph Writing Ability at SMUN 1 Kencong in 2008/2009 Academic Year.**

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**Keywords: Self-Monitoring, the students' paragraph writing ability, the students' activity during teaching learning process, the teacher's feedback, the tenth year students class 1.1.**

This research was a classroom action research. It was intended to improve the students' paragraph writing ability. It was conducted at Smun 1 Kencong which was chosen by purposive method with the following considerations: (1) the researcher found the case at this school, (2) it gave benefits to the students and the teachers at this school because this research gave an input to improve the teaching learning process, (3) the school provided the data and the facilities needed for this research, and (4) the researcher had known the situation and the condition of the teaching learning process and the characteristics of the tenth year students in each class. The subjects of the research were the tenth year students of class 1.1 under the consideration that most of the students in that class have difficulties in paragraph writing. In addition, the data of the research were collected from the writing evaluation and supporting data which were collected from the interview, observation and documentation.

Based on preliminary study, the teacher technique in teaching learning process make the students be passive participant and getting bored. They did not have

time to ask their problem to the teacher, because the time is limited. There were few students who only encouraged to do the exercise by giving instruction to make an outline without giving chance to them to ask question related their. As a result, just a few students who motivate to do the exercise and many errors appeared in the students' works. In contrast, appropriate teachers feedback is very important to motivate students to produce good product. First, self-monitoring facilitate the students to get teachers feedback appropriately. Second, self-monitoring make the students actively involved in teaching learning process. Third, the teacher understand the students' problem.

Dealing with the students' paragraph writing ability, there are some procedure in doing self monitoring technique: Students make draft and monitor their texts, teacher / editor give written responds to monitor comments, students respond to editorial comments and rewrite their drafts, teacher/editor responds to the students comment and the second draft.

The problem of the research was "Can the use of self monitoring technique improve the tenth year students' paragraph writing ability at SMUN 1 Kencong in 2008/2009 academic year?"

To answer this problem, some actions in each cycle were conducted. First, the English teacher showed a picture and asked leading question orally. Second, the English teacher gave an example of descriptive paragraph and doing self monitoring. Third, the English teacher asked them to make a descriptive paragrapf consisted of 6 up to 8 sentences. These actions were continuously done until the results reached the target of the research that were mean score of the students' writing evaluation was 68 or more and 75% of the students got 68 or more. Beside, 75% of the students actively involved in teaching learning process. The indicators observed were: asking question, answering question, giving positive responds to the lesson, doing self-monitoring on the right procedure, and rewriting for the final draft.

The number of students who actively involved during teaching learning process in the first cycle was 62,5% (first meeting) and 65% (second meeting). The



second cycle used the same processes as the first one, but had better results. The number of students who actively involved during teaching learning process in second cycle was 72,5% (first meeting) and 80% (second meeting), most students had successfully achieved the research target. This means that the actions in cycle 2 were not necessarily continued.

From the evaluation results, it was found that the students' mean score in the first cycle was 66,5, and the percentage of students who got 68 or more only 65%. In the second cycle, the students' mean score was improve to 69,5, and 77% of 40 students got 68 or more.

Referring to the above results, self monitoring proves to be beneficial for the English teacher and the students. The English teacher is suggested to apply self monitoring technique to improve the students' paragraph writing ability.