



## STUDENTS' RESPONSE THROUGH SELF-MONITORING ATTENTION TECHNIQUE IN WRITING SKILL

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### ABSTRACT

In writing process the students have to compose their writing by using their own choice of sentence structure and organize their own ideas in such a way that the reader can understand them. The aim of this study is to describe the students' response after having been taught by using self-monitoring attention technique. The data in this study is use descriptive data. The results of this study were 57.10% students strongly agree, 35.05% students agree, 6.35% students quite agree, 0.30% students disagree, and 1.30% students strongly disagree. Most of the students were more active and enthusiastic during the process of teaching and learning through self-monitoring attention technique

**Keywords: Writing, Self-monitoring, Attention**

### 1. INTRODUCTION

Writing is not a simple matter because when someone writes something, his or her demonstrate not only their competence in grammar, but also his or her knowledge in the acceptable language rhetoric and the communicative aspect of writing. According to Richards and Schmidt (2002:54-55) writing is expressing idea, concept, feeling, opinion and experience in certain place, time and situation in written form. The act of writing requires the writer to formulate ideas, organize and sequence points in logical order, select vocabulary, check for grammatical correctness, spell words correctly, punctuate, and write intelligibly. Many students with difficulties with written language use a "retrieve-and-write" approach, in which they retrieve from immediate memory "whatever seems appropriate and write it down." They seldom use the self-regulation and self-assessment strategies of competent writers: setting a goal or plan to guide their writing, organizing their ideas, drafting, self-assessing, and rewriting. Self-monitoring is a method included in the category of cognitive-behavior modification. That is, it "involves the manipulation of internal or covert events as a method of behavior change"



(Hallahan et.al 1982:4).Self-monitoring refers to the ability to track one's thoughts and actions in learning. Those who are adept at this metacognitive skill regularly ask themselves "how well do I understand this lesson? How can I evaluate my understanding, and what more do I need to learn? How does this knowledge fit with what I already know? And which cognitive assets can help me improve my learning?" For example the Common Core State Standard emphasizes the need for students to self-monitor for understanding as they read and for clarity and word usage as they write. However, there are still many students who do not give attention when writing or doing assignments. In this study the writer focuses on doing research of writing the descriptive paragraph, because the descriptive paragraph is a part of recent target in teaching English for junior high school students.

## **I. Literature of Review**

### **1.1 Writing**

In general, writing is a way in sending message from the writer to the reader. Carrol (2002:57) states writing is the most important human invention which provides a relatively permanent record in information, opinions, benefits, feelings, arguments, explanations, and theories. In addition, Brown (2001:337) state that writing is two-step process. The first step is to figure out the meaning or figure out what the writer wants to say. It means the writer should make a concept or an outline before writing. The second, the writer puts the outline into a text. Based on the statement above, it implies that the current emphasis on writing must see in the perspective of a balance between process and product.

### **1.2 Writing Process**

According to Pierangelo and George (2008:25) state writing is a highly complex method of expression involving the integration of eye-hand, linguistic, and conceptual abilities. Writing does not mean merely putting words on paper. Writing process is activity to guide writing from beginning up to the final so that create a good product. Ruby (1994:15) divides writing process into five parts, they are:



1. Prewriting is the freely exploring topics, choosing a topic, and beginning to gather and organize details before you write.
2. Drafting, is getting your ideas down on paper in roughly the format you intend
3. Revising, is correction any major errors and improving the writing's form and content
4. Editing and proofreading, are polishing the writing and fixing errors in grammar, spelling, and mechanics.
5. Publishing and presenting are sharing the writing.

### **1.3 Paragraph**

According to Bhasin (2012:02) states that a paragraph is a group of sentences dealing with the main subject but starting on a new line of thought which is unset to form a part of the whole piece of written composition. A paragraph consists of one or more sentences describing a particular point or topic in dealing with a subject from different standpoint. Writing paragraph involves capacity to express one's own thoughts and idea. For writing an effective and convincing paragraph, a vivid and compact approach has to be followed for which the learnenr should inculcate the habit of expressing himself in a concise manner. A paragraph is a short piece of writing that has a beginning, middle, and an end. In addition Null (1999:04) every story, essay, article, or book is made of little paragraphs stitched together. When you know how to write a paragraph, you know how to do lots of different kinds of writing.

### **1.4 Writing Assessment**

According to Brown (2007:4) Assessment is a popular and sometimes misunderstood term in current educational practice. Weigle (2002:108) states the second key component of a writing assessment: scoring the written product. A score in writing assessment is the outcome of an interaction that involves not merely the test taker and the test, but the test taker, the prompt or task, the written text itself, the rate(s), and the rating scale.



## 1.5 Self-Monitoring

According to Zimmerman (1996:109) the writing processes that we suggest for self-monitoring cover the basic activities necessary for developing ideas and for generating and revising text. After assigning the topic, the teacher guides students to self-monitor their writing processes each day using a simple form. Students can adapt these general principles in their own way because consistency within the student's counting method is more important than consistency across students. According to Nelson and Hayes (in Reid and Torri 2006:72) self-monitoring occurs when an individual self-assesses whether or not a target behavior has occurred and then self-records the occurrence, frequency, and duration of the target behavior. Thus, Armstrong and Frith (in Richard 1990:65) self-monitoring or self-observation refers to a systematic approach to observation evaluation, and management of one's own behavior, for the purposes of achieving a better understanding and control over one's behavior. Teaching a student to use self-monitoring is straightforward. According to Reid (2006:72) Self-monitoring can be used with a broad variety of behaviors. According to Reid (2006:75) states that Self-monitoring of attention interventions the student must understand what it means to "pay attention." Here the teacher must teach the student a list of specific behaviors that constitute "paying attention," such as: looking at the teacher or your work, writing answers, listening to the teacher, or asking a question. Remember that students must understand the target behavior before proceeding. Self-monitoring attention is an excellent way to increase the time a student is on-task, because Self-monitoring attention helps students maintain effort and focus. Increasing time on-task results in increased engagement with a task and improved academic performance. Self-monitoring attention can also serve to inhibit inappropriate behavior. Having to self-assess and self-record can interrupt inappropriate behaviors.

## 1.6 Advantages of Self-Monitoring Attention

According to Richards (1990:119) there are several good reasons for the use of self-monitoring attention by teachers.



1. For most teachers, the amount of time they spend in professional training is relatively short in comparison to the length of their teaching careers. But teacher training programs should mark the beginning of professional development. In order to improve performance over time, however, teachers need feedback on what they do and how well they do it. Self-monitoring is a mean of obtaining such feedback and is hence a key ingredient in a teacher's continuing growth and development as a professional.
2. Self-monitoring provides an opportunity for teachers to reflect critically on their teaching. Reflection is acknowledgment to be a key component of many models of teacher's development. Self-monitoring enables teachers to move from a level where they may be guided largely by impulse, intuition, or routine to a level where their actions are guided by reflections and critical thinking.
3. Self-monitoring can help narrow the gap between teachers' imagined view of their own teaching and reality. Self-monitoring can hence help teachers better understand their own instructional processes.
4. Self-monitoring shifts the responsibility for initiating improvement in teaching practices from an outsider, such as a supervisor, to teachers themselves although it does not obviate the need for objective evaluation of teaching. It enables teachers to arrive at their own judgments as to what works and what does not work in their classrooms.

## **2. RESEARCH METHODOLOGY**

This study is descriptive analysis, and the data of this study is qualitative data. The subjects of this study were the eighth grade students at SMP Santo Thomas 1 Medan. There were eleven classes of the eight grade students of SMP Santo Thomas 1 Medan. The writer chooses the students of Class VIII F which consisted of 32 students as the subjects of the study. The instruments for qualitative data are field notes, observation sheet and questionnaire. The writer use field notes to record the activities during the teaching and learning process. The writer makes notes in all the activities during the lesson, the students' reaction and response to the learning. The writer also notes down on how the students behave



during the learning teaching process from day to day. The writer use observation sheet to observe all of the aspects that in influence during learning and teaching process. The observation sheet also used to observe the condition that will happen during teaching learning process.

**Table 3.1 Observation Sheet 1**

<b>Stage Writer</b>	<b>Application of Self-Monitoring Attention Technique</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
Preparation	The teacher provides students with a rationale for self-monitoring attention. The teacher gets a commitment from students to try self-monitoring attention.		
Presentation	Introducing self-monitoring attention to the students Present the students with self-monitoring attention card and tape recorder. Introducing descriptive paragraph to the students.		
Closing	Ask students to repeat the self-monitoring attention instruction. Try to remove card and tape recorder. Provide praise and corrective feedback		

**Table 3.2 Observation Sheet 2**

	<b>Description</b>	<b>Yes</b>	<b>No</b>
Teacher	The teacher comes to the class on time The teacher greets the students The teacher prepares teaching material The teacher explains the self-monitoring attention and descriptive paragraph clearly The teacher uses media, self-monitoring card, and tape recorder. The teacher monitors the progress of students' learning process The teacher reviews and concludes the material		
Students	The students pay attention to the teacher explanation The students ask the teacher if there is something unclear about the lesson		



	The students fill the self-monitoring card. The students do exercises seriously		
Situation	The classroom is comfortable (clean, calm and organized) The classroom is not noisy The classroom has teaching aids (whiteboard, marker and projector)		

Questionnaire is written question which is used to get information from the students about their individual information. In this study the questionnaire is used to know the opinion of the students about the English subject

**Table 3.3 Questionnaire**

No	Statements	Answer				
		SA	A	QA	D	SD
		5	4	3	2	1
1	Sayasenangterhadappelajaranmenulis (writing)					
2	BelajarMenulisDenganMenggunakanTeknik <i>Self-Monitoring Attention</i> membantusayadalammengembang kantulisansaya.					
3	KegiatandalamTeknik <i>Self-Monitoring Attention</i> bisasayapahamidanikuti					
4	Sayabisamencatat <i>keywords</i> dariceritamelalui Teknik <i>Self-Monitoring Attention</i>					
5	Sayabisamengembangkan <i>keywords</i> menjadis ebuah paragraph menggunakanTeknik <i>Self-Monitoring Attention</i>					
6	Teknik <i>Self-Monitoring Attention</i> membantusayamemahamistruktur paragraph <i>descriptive</i>					
7	<i>Self-Monitoring Attention</i> memotivasisayauntukmenulisdalamBahasaInggris.					
8	Teknik <i>Self-Monitoring Attention</i> membuatsayabisamenulis paragraph deskripsidalamBahasaInggris					



9	Kegiatan kegiatan selama penggunaan Teknik <i>Self-Monitoring Attention</i> menyenangkan	-				
10	Teknik <i>Self-Monitoring Attention</i> perlu dilakukan dalam setiap menulis menggunakan bahasa Inggris.					

**Note:**

- SA : Strongly Agree
- A : Agree
- QA : Quite Agree
- D : Disagree
- SD : Strongly Disagree

The writer will analyze questionnaire in the form of numbers. Each item are categorized into 5 options, namely strongly disagree (*sangat tidak setuju*), disagree (*tidak setuju*), undecided (*netral*), agree (*setuju*), and strongly agree (*sangat setuju*). The answers of questionnaire are scored by using the rating scale 1-5 (score of strongly disagree = 1, disagree = 2, undecided = 3, agree = 4, and strongly agree = 5).

**3. RESULT AND DISCUSSION**

The questionnaire was conducted after both of cycle done. From the questionnaire the writer found out the students' response which were taught the application of Self-Monitoring Attention Technique whether it was appropriate with improvement of students' skill in writing descriptive paragraph or not. The students were asked to give answer in category *Strongly Agree, Agree, Quite Agree, Disagree, Strongly Disagree*. The students' response can be seen as follows:



**Table 4.1 Questionnaire of Students' Response on Self-Monitoring Attention Technique**

Statements	SA		A		QA		D		SD	
	Sum of Students	%	Sum of Students	%	Sum of Students	%	Sum of Students	%	Sum of Students	%
Sayasenangterhad appelajaranmenuli s (writing)	21	66	9	28	1	3	0	0	1	3
BelajarMenulisDe nganMenggunaka nTeknikSelf- Monitoring Attentionmembant usayadalammenge mbangkantulisans aya.	16	50	13	41	3	9	0	0	0	0
KegiatandalamTek nikSelf- Monitoring Attention bisasayapahamida nikuti.	15	47	14	44	2	6	1	3	0	0
Sayabisamencatatk eywordsdaricerita melaluiTeknikSelf -Monitoring Attention.	16	50	12	37.5	4	12.5	0	0	0	0
Sayabisamengemb angkankeywordsm enjadisebuah paragraph menggunakanTek nikSelf- Monitoring Attention.	13	41	17	53	2	6	0	0	0	0
TeknikSelf- Monitoring Attention membantusayame mahamistruktur paragraph descriptive	21	66	9	28	2	6	0	0	0	0
Self-Monitoring Attention memotivasisayaun	21	66	8	25	2	6	0	0	1	3



tukmenulisdalamBahasaInggris.										
TeknikSelf-Monitoring Attention membuatsayabisa menulis paragraph deskripsidalamBahasaInggris	23	72	7	22	2	6	0	0	0	0
Kegiatan - kegiatan selamapen ggunaanTeknikSelf-Monitoring Attention menyenangkan	21	66	9	28	2	6	0	0	0	0
TeknikSelf-Monitoring Attention perludilakukandal amsetiapmenulism enggunakanbahasa Inggris.	15	47	14	44	1	3	0	0	2	6
<b>Total</b>		57,1		35,05		6,35		0,3		1,2

In this study, the writer also calculated the percentage of the questionnaire. The writer used the formula.

$$Q = \frac{\sum X}{N} \times 100 \%$$

From the table 4.1, it can be seen that students' reaction the analysis of each item could be described as follows:

The first item stated the students like writing. The result of the questionnaire showed there are 21 (66%) students strongly agree with this statement, 9 (29%) students agree, 1 (3%) student quite agree, there is no students disagree, and 1 (3%) student strongly disagree. It meant that basically most of them like writing. The second item stated that Self-Monitoring Techniques can help students to reconstruct their writing. There are 16 (50%) students strongly agree with this statement, 13 (41%) are students agree, 3 (9%) are students are quite agree. While there is no students who are disagree and strongly disagree with this statement. The third item stated that the students can follow the stages in



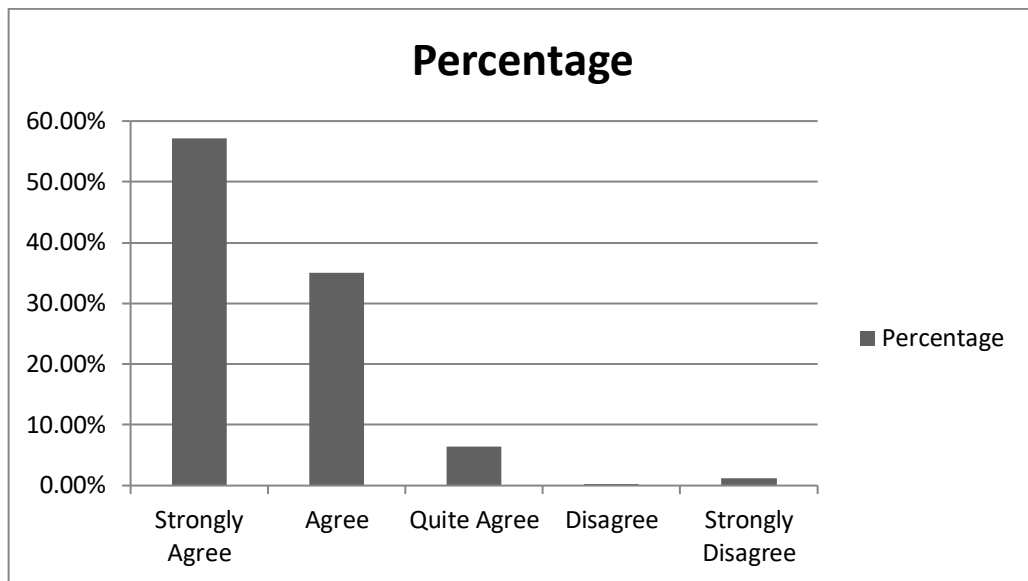
Self-Monitoring Attention Technique. There are 15 (47%) are students strongly agree, 14 (44%) are students agree, there are 2 (6%) students agree, 1 (3%) student disagree. While there is no students who are strongly disagree with this statement. It showed that most of them can follow the stages in Self-Monitoring Attention Technique. The fourth item stated that students can note keywords from the paragraph using Self-Monitoring Attention Technique. There are 16 (50%) are students strongly agree, 12 (37.5%) are students agree, 4 (12%) are students quite agree. While there is no students who are disagree and strongly disagree with this statement. The fifth item stated that students can develop the keywords to a paragraph using Self-Monitoring Attention Technique. There are 13 (41%) are students strongly agree, 17 (53%) are students agree, 2 (6%) are students quite agree. While there is no students who are disagree and strongly disagree with this statement. The sixth item stated that Self-Monitoring Attention Technique help students to understand about the generic structure of descriptive paragraph. There are 21 (66%) students strongly agree, 9 (28%) are students agree, 2 (6%) are students quite agree. While there is no students who are disagree and strongly disagree with this statement. The seventh item stated that Self-Monitoring Attention Technique motivate students in writing English paragraph. There are 21 (66%) students strongly agree, 8 (25%) students agree, 2 (6%) students quite agree. There is no students who are disagree with this statement, and 1 (3%) student strongly disagree. It showed that most of them have been motivated to write in English with Self-Monitoring Attention Technique. The eighth item stated that Self-Monitoring Attention Technique make students are able to write descriptive paragraph. There are 23 (72%) students strongly agree, 7 (22%) students agree, 2 (6%) quite agree. While there is no students who are disagree and strongly disagree with this statement. The ninth item stated that students are interested in following the activity in Self-Monitoring Attention Technique. There are 21 (66%) students strongly agree, 9 (28%) students agree, 2 (6%) students quite agree. While there is no students who are disagree and strongly disagree with this statement. The last item stated that Self-Monitoring Attention Technique should be done in the teaching learning English. There are 15 (47%) students

strongly agree, 14 (44%) students agree, 1 (3%) students quite agree, there is no students who are disagree, and 2 (6%) students strongly disagree with this statement.

**Table 4.2**The Percentage of Questionnaire

Statement	Percentage
Strongly Agree	57.10%
Agree	35.05%
Quite Agree	6.35%
Disagree	0.30%
Strongly Disagree	1.20%

**Figure 4.3**The Histogram of Percentage Questionnaire



Based on the questionnaire analysis above, the writer concluded that most of the students of SMP Swasta Santo Thomas 1 Medan at the eighth-grade class VIII-F like English subject also writing a paragraph, even though some students was disagree like writing and but the application of Self-Monitoring Attention Technique helped them to improve their skill in writing paragraph.



#### 4. CONCLUSION

The process of teaching students to improve their writing skill through the application of Self-Monitoring Attention Technique has an effective result. The students felt more enjoyable learning English subject. Based on the questionnaire the students' response to the application of Self-Monitoring Attention Technique were 57.10% students strongly agree, 35.05% students agree, 6.35% students quite agree, 0.30% students disagree, and 1.30% students strongly disagree. From the result, it can be concluded that even though there are some students who are disinterested in this technique, their writing skill showed improvement.

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