DEVELOPING ENGLISH READING BOOK FOR COLLEGE STUDENTS OF INKAFA BASED ON MONITORING STRATEGY

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Abstrak: Tujun dari penelitian ini adalah untuk mengembangkan buku pegangan Reading Two melalui strategi monitoring. Kemampuan membaca adalah salah satu aspek keberhasilan seorang pelajar dalam mencapai target yang mereka inginkan. Sedangkan strategi monitoring adalah salah satu metode metakognitif, meta kognitif dapat juga disebut dengan "*thinking of thinking*". Penelitian ini menggunakan metode R N D (*Research and Development*) dengan beberapa prosedur yaitu; *identifying the problem dengan need analysis, literature study, need survey, writing manuscript, expert judgement, test drive, revision* dan *publishing*. Setelah melakukan analisa peneliti mendapatkan beberapa masalah yang mereka hadapi dalam pembelajaran Reading Two yaitu; kurangnya strategi dalam membaca, kurangnya kosa kata Bahasa Inggris yang mereka kuasai dan lemahnya pemahaman struktur dalam ilmu Bahasa Inggris. Hasil penelitian menyimpulkan bahwa banyak dari mereka tidak mempunyai buku pegangan yang cocok dalam materi reading 2, selain itu mereka juga butuh materi yang sesuai dengan kondisi serta kebutuhan mereka. Sehingga untuk mengatasi masalah tersebut peneliti telah mengembangkan buku reading 2 khusus mahasiswa INKAFA Gresik yang berdomisili didalam pondok pesantren mambaus sholihin.
Keywords: Reading Comprehension, Monitoring

Introduction

Improving the quality of education is one of the concrete element in improving the quality of human resources. Reading is one of the ways to productive the quality of human resources. Without having good reading, students can't develop their capacity and their

knowledge. Why they do not have good skill in reading? Some problem which is faced by them is lack of vocabularies, active their background knowledge and also reading strategy. As Zang and Seepho, they explain that in having good reading skill, students must have self-monitoring and self-regulating[1]. Self-monitoring is one of human act to observe and evaluate their own behaviour, and self-regulating is the ability of student in the consistencies of doing what they interested in. Intrinsic and extrinsic are another students' factor that make them understand what they read, such as lack of motication, having low intelligence, no effective learning model, having minimum time, undiscipline and learning material does not provide with their level.

Besides that, the quality of teacher influence students' conversion. Here, teachers must accommodate students' reading skill development. Because, reading is one of the four necessary important language skill for those learning English, academic success, and their professional development[2]. In this case, Snow finds that many university's students having difficulties in understanding academic text[3]. Analogous with it, it is important to be considered in learning achievement, because, having good skill in reading, students will success in one's life, by reading, students can acquire more knowledge.

Reading is one of critical skill of students that must success in education to reach their achievement. Cromley conclude that reading is a critical academic skill, one which is necessary for success in all academic domain[4]. It explains that in academic domain, student have

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[1] Lian Zhang and Sirinthorn Seepho, "Metacognitive Strategy Use and Academic Reading Achievement : Insights from a Chinese Context," *Electronic Journal of Foreign Language Teaching* 10, no. 1 (2013): 54–69.

[2] Dentisak Dorkchandra, "Enhancing English Reading Comprehension through a Tect Structure Reading Strategy Call Progrm" (Suranaree University of Technology Thailand,   2010), http://sutir.sut.ac.th:8080/sutir/bitstream/123456789/3708/2/fulltext.pdf.

[3] Catherine E Snow, "Reading for Understanding :: Toward an R & D Program in Reading Comprehension" (Pittsburgh, 2014), https://www.researchgate.net /publication/247341362%0AReading.

[4] Jennifer Grace Cromley, "READING COMPREHENSION COMPONENT PROCESSES IN EARLY ADOLESCENCE," *Department of Human Development* (University   of   Maryland,   2017), https://drum.lib.umd.edu/bitstream/handle/1903/2380/umi-umd-2239.pdf?sequence=1.

to have good strategy in the reading comprehension, without having good skill in reading, students can't improve their ability in many subject areas. To success in, the students must monitor their reading, they measure their ability and evaluate in assessing their reading skill. Concerning with this, researcher indicates that many learners do not monitor their own while reading, because they lack of prior knowledge and strategies to produce the inference, thus, they comprehend text poorly. This is very important, because, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language[5].

Prior knowledge is coherent mental to represent text meaning and the product of reading comprehension. Reading comprehension has no longer been considered as a static and passive process in decoding words and recoding meaning of individual word or phrase[6]. In other hand, when learners comprehend text, they interpret, integrate, critique, infer, analyze, connect, and evaluate their ideas of text. So, if they success in comprehending text, they will success in understanding the meaning of text. Besides that, comprehension also requires the learners into new level of active understanding and enhances the knowledge of language vocabularies. Sukrawan and Bess explain that reading is cognitive process that consist of reader, test and interaction between reader and text[7]. Therefore, comprehension is interactive process that take place between reader and text.

To achieve the advancement of knowledge and the level of students' thinking, the teacher must have good ability and strategy to improve students' skill, because, teachers are dominant factors of

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[5] Snow, "Reading for Understanding :: Toward an R & D Program in Reading Comprehension."

[6] Yu-fen Yang, "Reassessing Readers ' Comprehension Monitoring," *Reading in a Foreign Language* 14, no. 1 (2002), http://nflrc.hawaii.edu/rf.

[7] I Made Sukrawan Hari, "The Effect of Reciprocal Strategy and Learning Style on Reading Comprehension of the 10 Th Grade Students of SMAN 3 Amlapura" (Ganesha University of Education, 2012), https://media.neliti.com/media/publications/206859-the-effect-of-reciprocal-strategy-and-le.pdf; Brooke Bess, "The Effects Of Reciprocal Teaching Strategies On Students ' Comprehension Of A Seventh Grade Life Science Text" (University of Central Florida, 2007), https://stars.library.ucf.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=4085&context=etd.

developing human resources and quality of education. This statement is supported by Mokhtari and Reichard, they explain that teachers are the important aspect to support the students' literature which linked between comprehension monitoring and academic learning[8]. So, the teachers should aware of instructional method to promote students' reading comprehension then motivated them toward reading. Yang indicate that comprehension monitoring is more important for L2 readers, it will probably encounter more linguistics difficulties than L1 readers do and thus need to repair more gaps in their understanding through comprehension monitoring. Unfortunately, researcher indicate that EFL readers still receives little attention in developing their comprehension.

Many EFL students do not use monitoring understanding while reading, especially at INKAFA students. this institution has four faculties namely; Tarbiyah (Islamic Education, Arabic Education an English Education), Syariah (Islamic Family law and Islamic Economy Low), Dakwah (Islamic communication and announcement), and Ushuludin (al-Quran Sciences). Therefore, the researcher focuses at INKAFA students as the object of research. Because INKAFA is one of Islamic institute which placed at Pondok Pesantren (Islamic Boarding School) Mambaus Sholihin. INKAFA also does not use the media maximally, because the role of this pesantren does not allow their student in using electronic media. So, the dominant media is whiteboard and printout paper material from lecturer. Therefore, the students sometimes feel bored with learning, they feel surfeited and uninterested in joining the learning. So, this problem will influence the result of their learning, they cannot interpret information quickly and monitor their understanding accurately.

The data from need analysis of questionnaires are distributed to 26 students, revealed that some of them though that English is a difficult subject, because, while memorizing many vocabularies, they must comprehend text accurately. Therefore, more than 30% of them do not have high interest to learn English. From this situation, researcher conclude that teaching English should not only have

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[8] Kouider Mokhtari and Carla Reichard, "Investigating the Strategic Reading Processes of First and Second Language Readers in Two Different Cultural Contexts," *System* 32, no. 3 (2004): 379–94, https://doi.org/10.1016/j.system.2004.04.005.

educated the learners, but also having attracted them to learn. Reading material is not only taken from modules, but also the teachers can improve their knowledge and utilize internet media. To enhance students' reading comprehension skills, monitoring strategy will be developed by researcher.

Instructional Material

Instructional material is collected material which used by teacher in the learning process by a good strategy and stdents feel enjoy. Instructional material can be defined as simplest material that helps students to accept material without any stress[9]. Another definition, instructional material are tools for accessing, manipulating and using information[10]. Here, teachers use an effective teaching model in a various material, and the design of material can be served as learning material for both students and teachers[11]. So, named instructional material are all media used by teachers in the learning process, such as handbook, printout, audio, computer software, recording and digital content[12]. In other word, it can be anything which is deliberately teacher used in teaching to increase learner knowledge and experience. It refers to anything which facilitates the learners through self-direction. From those explanation, researcher concludes that instructional material can be auditory, visual and kinesthetic.

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[9] Abdu-raheem Bilqees Olayinka, "Effects of Instructional Materials on Secondary Schools Students ' Academic Achievement in Social Studies in Ekiti State , Nigeria," *World Journal of Education* 6, no. 1 (2016): 32–39, https://doi.org/10.5430/wje.v6n1p32.

[10] Catherine Snow, *Reading for Understanding Toward an R & D Program in Reading Comprehension*, ed. RAND Reading Study Group (Santa Monica: Science and Technology Policy Institut (RAND Education), 2002).

[11] Brian J Reiser et al., "Design Strategies for Developing," in *The Annual Meeting of the National Association for Research in Science Teaching*, ed. NARST (Philadelphia: Researchgate publication, 2003), 10, https://www.researchgate.net/publication/277294809_Design_strategies_for_deve loping_science_instructional_materials_Paper_presented_at_the_Annual_Meeting_ of_the_National_Association_for_Research_in_Science_Teaching.

[12] Stephen H Guthrie et al., "Selection , Evaluation , and Adoption of Instructional Materials," *Carroll County Public Schools* 125, no. 21157 (2012): 22, https://www.researchgate.net/publication/277294809_Design_strategies_for_deve loping_science_instructional_materials_Paper_presented_at_the_Annual_Meeting_ of_the_National_Association_for_Research_in_Science_Teaching.

Instructional material is essential tools needed for teaching and learning of school subject to promote teachers' efficiency and improve students' performance[13]. Because, it will make student participate the learning actively and effectively, it also will develop their self-confidence. Another function of instructional materials is integrating the various aspect of language teaching with subject curriculum[14]. In this way, using a good instructional material will range of good reaching process and help them to reinforce in learning language and also to assist their enthusiasm through learning program.

Reading Comprehension

Reading is one of the four most important skill which students must master in language skill, it should be developed inside or outside of the classroom. Harmer explain that readers employ a number of specific skill when they success in understanding the content of what they read in a large extent of specific skill[15]. Thus, productive skill, extracting specific picture, getting specific, extracting the detailed information, and discourse of the context in deductive meaning are the skill of reading. Mastering reading comprehension is very important because this is the first step of acquisition knowledge and the basic tool of success in education. Therefore, reading material is not the ease subject, because the readers must discover the ideas of text[16].

Reading comprehension is the act of understanding what students read. Sukrawan defines comprehension as ultimate goal of every reading practice[17], so, the learners should understand the process of inferring meaning. Pardo also explains that comprehension

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[13] Olayinka, "Effects of Instructional Materials on Secondary Schools Students ' Academic Achievement in Social Studies in Ekiti State , Nigeria."

[14] Fiona Rawle et al., "Curriculum Mapping Across the Disciplines: Differences, Approaches, and Strategies," *Collected Essays on Learning and Teaching* 10 (2017): 75, https://doi.org/10.22329/celt.v10i0.4765.

[15] J Harmer, *The Practical of English Language Teaching*, Third Edit (United Kingdom: (Longman) Pearson Education Limited, 1991).

[16] Lubna Ali Mohammed and H.M Sidek, "EST Reading Curriculum & Instruction : An Alignment Analysis," *Advances in Language and Literary Studies* 6, no. 1 (2015): 120–28, https://doi.org/10.7575/aiac.alls.v.6n.1p.120.

[17] Sukrawan Hari, "The Effect of Reciprocal Strategy and Learning Style on Reading Comprehension of the 10 Th Grade Students of SMAN 3 Amlapura."

is the process of meaning construction as a result of blending content and message of text with the readers[18], existing knowledge and skill during reading text interaction. Therefore, comprehension is not just only recalling fact but also inference and evaluating the author's point of view. While, the definition of comprehension can be simply as act that is not simple to teach, learn and practice, but it is an intentional, active and interactive, so, the reader should occur before and after reading.

Reading comprehension is one of pillars of reading act, because, by reading learners can comprehend text accurately and create intellectual, emotional and professional in civic live. According to Anderson, reading is an interaction of four thing including readers, text, the fluent reading or ability at an appropriate rate with adequate comprehension and strategic of reading in which the ability of reader in using a variety of reading strategies to accomplish a purpose of reading[19]. It means that if students read text accurately, they engage in a complex array of cognitive process. They also can simultaneously be using their awareness to understand the phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and relationship between sounds, letters and words), and ability to comprehend or construct meaning from text[20]. And the last component act of reading is comprehending the text, which cannot occur independent or the other two element of process. Sometimes, it is the most difficult and important of the three.

Richard explains that there are four types of reading comprehension; literal comprehension, inferential comprehension, evaluative comprehension, and appreciative comprehension[21].

The first type is literal comprehension, it is understanding the meaning of text literally (definition of words, context of writing, main

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[18] Laura S. Pardo, "What Every Teacher Needs to Know About Comprehension," *The Reading Teacher* 58, no. 3 (2004): 272–80, https://doi.org/10.1598/RT.58.3.5.

[19] J. Neil Anderson, *Practical English Language Teaching Reading*, First (New York: McGraw Hill Press, 2003).

[20] Ebrahim M. Bamanger and Amani K. Gashan, "In-Service EFL Teachers' Beliefs about Teaching Reading Strategies," *English Language Teaching* 7, no. 8 (2014): 14–22, https://doi.org/10.5539/elt.v7n8p14.

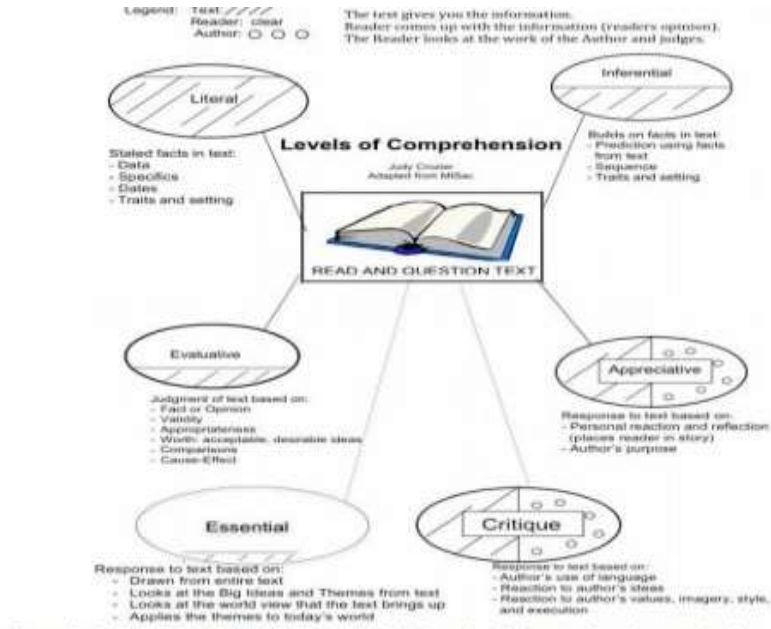[21] J. Richards, "Language Curriculum Development," *RELC Journal* 15, no. 1 (1984).

idea of passage and sequence of thought chosen by author)[22]. Literal comprehension can be understood involve the author saying. Here, the readers just understand the ideas and information of text explicitly. Some of information is as recognizing fact, identifying idea and supporting idea.

Inferential comprehension is the process of writing information and understand the underlying meaning[23]. Inferential requires to; combine the ideas, draw the conclusion, interpret the text, evaluate the text, and identify the tone of text. Inferential comprehension is a complex level of reading comprehension type, because it involves critical analysis of text which requires the readers to; having critical thinking, form of opinion, identifying the author's view, identifying the author's attitudes, identifying the authority of text, considering the author's messages, and infer the motives and character of text[24]. Next is Evaluative comprehension, it compares the information of text with the readers' own knowledge. The last type of reading comprehension is appreciative comprehension. Appreciative comprehension is reading comprehension types which the reader gains to have the emotional response to the text. Below the types of reading comprehension based on Richard.

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[22] Kristyn Hammond, "Literal Comprehension Strategy," Pen and the Pad, 2010, https://penandthepad.com/literal-comprehension-strategies-4501.html.
[23] Department of Education NSW, "Teaching Strategies," NSW Goverment, 2017, https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/reading/inferential-comprehension.
[24] NSW.

Picture 1 Types of Reading Comprehension

Monitoring Strategy

Comprehension monitoring lessons are exercise to strengthen the readers' ability to be aware of text they read. It means that the readers should make sense with text accurately. Because, monitoring is the process of measuring progress and continuous assessment within a process with the purpose of teaching[25]. So, monitoring strategy is one of the metacognition strategy[26], because in can be defined by thinking of thinking[27], the readers think about and have control over their reading. Therefore, before reading they clarify the purpose of reading and preview of text, during reading they monitor

[25] Rômulo Martins França et al., "MonSys - Monitoring System for Students and Tutors of Postgraduate Courses of UNASUS / UFMA in Distance Mode Using Moodle," in *1st Moodle Research Conference* (Heraklion, Crete-Greece, 2012), 14–15, http://research.moodle.net/53/.

[26] Y.-P. Huang and C.-S. Chang, "A Study of the Metacognition Performance in Online Inquiry Learning," *Proceedings of the International Conference E-Learning 2013*, no. 3 (2013): 389–93, https://www.scopus.com/inward/record.uri?eid=2-s2.0-84886902606&partnerID=40&md5=f9ad985285e25d96f4348b2ad55e47c1.

[27] James R Segedy, John S Kinnebrew, and Gautam Biswas, "Using Coherence Analysis to Characterize Self-Regulated Learning Behaviours in Open-Ended Learning Environments," *Journal of Learning Analytics* 2 (2015): 13–48.

their understanding, adjusting their reading speed to fit the difficulty of text and fixing any comprehension problem they have, after reading they check their understanding by making questionnaire[28]. Here are several monitoring strategies which they can use in the process of reading; identify where the difficulties occur, identify what difficulty is, restate the difficult sentence or passage to their own word, look back to the text, and look forward in the text for information that might help them to resolve the difficulties[29]. Here is monitoring design which is adopted from Julie[30];

Synthesizing

Making Connection

Questioning

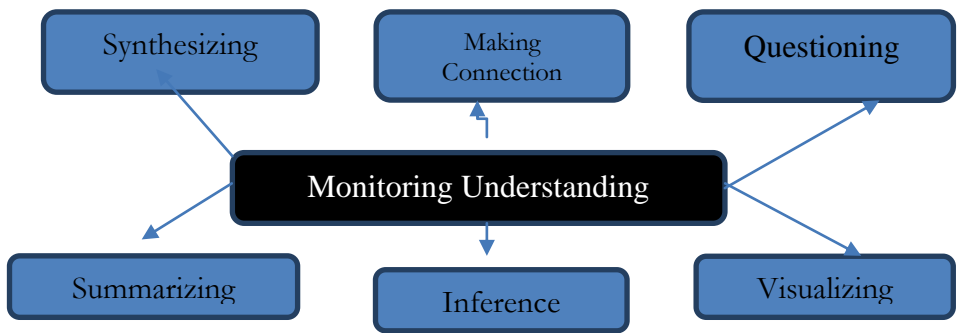Monitoring Understanding

Summarizing

Inference

Visualizing

Table 1 Concept of Monitoring Strategy

Monitoring Understanding

Comprehension is the reason of reading, it means that if the readers can read text accurately they will understand what is on the book, but if they cannot read text accurately and do not understand what is on the text, so they are not really good readers. Good readers are both purposeful and active[31], the have a good skill to absorb what they read, analyze, make it sense and developing meaning by their

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[28] Snow, *Reading for Understanding Toward an R & D Program in Reading Comprehension*.

[29] Oluwabunmi Ahoefa Anani, Jude Valentine Badaki, and Richard Kamai, "Effects of Feedback Intervention on Team-Teaching in English Language Classrooms in Nigeria," *Journal of Education and Practice* 7, no. 25 (2016): 27–43, http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1115848&site=ehost-live.

[30] Julie, "Comprehension Strategies Monitoring for Understanding" (Adelaide: Julie Fullgrabe DECD Curriculum Consultant, Northern Adelaide Region, 2013), https://www.google.com/search?q=monitoring+for+understanding&oq=monitoring+for+understanding&aqs=chrome..69i57j0l2.6547j0j9&sourceid=chrome&ie=UTF-8.

[31] Mohammed and Sidek, "EST Reading Curriculum & Instruction : An Alignment Analysis."

own. Because, comprehension is guessing meaning of text, it purpose of document included printed document, visual, auditory, digital and multi-media text[32]. So, the heart of reading comprehension is monitoring understanding, the students monitor their own reading, because if they cannot ensure their understanding, so no comprehension of text.

Making Connection

Making connection is one of reading comprehension strategy, it makes highly connection between readers, peace of text and the experience of readers, the readers make personal connection with text by using their schema (background knowledge)[33]. Schema theory is explain the background knowledge of learners, they bring to the text, previous experiences, knowledge, emotions, and understanding effect what they learn[34]. Good readers are drawing their knowledge and experience to understand what they read and make connection with their knowledge. Activating background knowledge, the students make sense with own knowledge to understand the text accurately, so they do not stop their reading before making sense of it. Accessing background knowledge is a good strategy in reading comprehension, because every student has different knowledge, experiences and opinions.

According to Keene and Zimmerman, there are three main type of connection while reading; text to text, text to self, text to world[35]. Text to text is reminding other things what they have read, books, authors, genres or some topics. Here, the readers gain to insight during reading and they connect how the information connect with other text. Text to self is highly connecting their personal

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[32] Julie, "Comprehension Strategies Monitoring for Understanding."

[33] Yang, "Reassessing Readers ' Comprehension Monitoring."

[34] Stephanie Harvey and Anne Goudvis, *Strategies That Work: Teaching Comprehension to Enhance Understanding* (Amazon, 2013); Sousan Sattar and Hadi Salehi, "The Role of Teaching Reading Strategies in Enhancing Reading Comprehension," *INTERNATIONAL JOURNAL OF CURRENT LIFE SCIENCES* 4, no. January 2014 (2017): 10922–28, https://doi.org/2249- 1465; Abbas Pourhosein Gilakjani and Banou Narjes Sabouri, "How Can Students Improve Their Reading Comprehension Skill ?," *Journal of Studies in Education* 6, no. June 2016 (2017): 2, https://doi.org/10.5296/jse.v6i2.9201.

[35] Ellin Oliver Keene and Susan Zimmermann, *Mosaic of Thought (the Power of Comprehension Strategy Instruction)*, ed. Thomas Newkirk, Second (New York: Amazon, 1997).

experiences with piece of reading, as they remind a vocational experience with their family. The last is text to world, this strategy is the larger connection between reader with real situation. The readers bring all their ideas to beyond personal experiences, as they learn about things through television, movies, magazines, newspaper or video then the teachers try to connect the sciences text or literature, the students say that "I saw a program on newspaper as like described on the text".

Questioning

Questioning is one of strategy that the readers engage with text, it helps them to clarify what they read. Questioning is also help students to understand the deepen text, and the effective questioning is practicing before, during and after reading[36]. Questioning before reading text is also activating their prior knowledge, because they will connect the text till make the prediction. According to Keene and Zimmerman, those activities make them interest and can increase students' knowledge in connecting and comprehending the text[37]. In making questioning, students can develop it by their own selves by making form-questioning, question, and author's question, so it can stimulate students' critical analysis based on the text.

Visualizing

Visualizing can be defined as readers' imagination to reflect their mind and text. Visualization also refers to ability in making visual representation in minds while reading[38]. Some researcher explains that visualization is making video in people minds. Therefore, visualization helps them engage memorable text. When students can create picture in their mind, it means that they will more understand involve the text. Visualization can stimulate their imagination in improving mental imagery. Miller concludes that

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[36] Julie, "Comprehension Strategies Monitoring for Understanding."

[37] Keene and Zimmermann, *Mosaic of Thought (the Power of Comprehension Strategy Instruction)*.

[38] Puett Miller, "Reading Comprehension: Visualization," Concret Publicational Instructional Approach, 2012, https://cbennettrivier.wordpress.com/2012/04/23/reading-comprehension-visualization/.

visualization is proven strategy used to improve reading comprehension[39].

How do students visualize the text, according to Julie, there are 5 (five) kinds of visualizing strategy; create picture, make the words in a concrete page, create movie in the head, build meaning, and create image as text sense[40]. He also explains that visualizing text will make students enhance meaning with mental picture, links past experiences to the words and ideas of text, enables students to the place of text, strengthen their relationship to text, stimulate students' imagination, keep them engaging the text, bring them in enjoying readers, personalizing readers and allow them to use a word to their life[41].

Inference

Inference is one of reading strategy which understand the meaning without any vocabularies being spelled out. To use the strategy, readers should active their prior knowledge, the text ideas or text clues/sentence clues. Here, readers may guess the unknown meaning. Inferring has several ways and it will active readers' prior knowledge, because the readers make sense of some word[42]. Inference is one of the fundamental strategy in succession reading comprehension[43]. So, how the readers use some ways of inference in reading; read between line, make own discoveries without the author's stating, use text clues, active prior knowledge, make a conclusion question, and use readers' own meaning/understanding[44]. It is very important to the readers because it will help them in drawing the conclusion, making prediction, surfacing underlying themes, using implicit information from text, creating meaning during and after reading and using picture in gaining the meaning[45].

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[39] Miller.

[40] Julie, "Comprehension Strategies Monitoring for Understanding."

[41] Julie.

[42] Yang, "Reassessing Readers ' Comprehension Monitoring."

[43] Zhang and Seepho, "Metacognitive Strategy Use and Academic Reading Achievement : Insights from a Chinese Context."

[44] Julie, "Comprehension Strategies Monitoring for Understanding."

[45] Julie.

Summarizing

Summarizing is and effective strategy to increase students' reading comprehension. It helps them to understand what they read. The strategy requires them to rewrite the important part of text. Summarizing is also encouraging students to look the important part of text then determine the un important part of text. So, it helps students to understand the different part of text which relate each other.

Summarizing is to present the substance and general ideas of brief form, it is powerful reading strategy to increase the comprehension[46]. Therefore, summarizing will restate the important point of text. It also give perfect understanding the point of text, because summarizing will show how the readers understand text accurately and how accurate the readers identify the essential information, it also will know how fluent the reader can re-package the original text to fewer words[47]. So, it can be understood that summarizing is keeping the important information, deleting and paraphrasing the text. Here are summarizing step; ask the students to overall ideas of text, ask them to write a general statement of text, ask them to list the main ideas and also supporting ideas, ask students to describe the part of text and ask them to check the resulted writing/summary.

Synthesizing

The prefix "syn" means together. When the readers synthesize, they pull all together the most important points from text. Miller says that synthesizing is the process through which readers bring together their background knowledge and their evolving understanding of the book to create a complete and original understanding of the text[48]. Synthesizing is the process of ordering, recalling, retelling and recreating text into coherent whole information. So, synthesizing involves combining ideas and allowing

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[46] Bess, "The Effects Of Reciprocal Teaching Strategies On Students ' Comprehension Of A Seventh Grade Life Science Text."

[47] Julie, "Comprehension Strategies Monitoring for Understanding."

[48] Miller, "Reading Comprehension: Visualization."

the text involve or summarizing the two or more article by using critical evaluation[49].

Method

In conducting this research, the researcher deploys Research and Development method and use qualitative approach to investigate the status of reading comprehension based on monitoring strategy. The research engages a number of faculty of Tarbiyah INKAFA Gresik and English language department students in semester 3 as the subject of the research. The model of development, the researcher adopts from Hyland, here the research begins with identifying the problem, literature study, need survey, writing manuscript, expert judgement, test drive, revision and publishing[50].

First of all, the researcher gave questionnaire to students, to know what difficulties they face then the researcher uncover their problem in learning course. Here the researcher found that many students lack of vocabularies, lower understanding structure, strategy of learning and content material of the book before doesn't match with their condition. Then the researcher did need survey to design material. Based on need survey and students' information, the researcher wrote manuscript based on the topic they need. Tried out was did by researcher to get empirical data, the researcher revised the book as the result of tried out. After revising, the researcher gave the product to expert judgement to valid the content material.

The first step of researcher that was done him was identifying the problem, here the researcher gave questionnaire to students to know their difficulties in reading comprehension. Besides that, the researcher also gave interview to alumni of English language department, English language teachers (focus on teaching reading) and head of English language department. After that, researcher did to get literature study, here the researcher collected all reading material which will be developed. Need survey was the next step of doing the research. In doing this, the researcher tried to get many information of students' need. Need survey was needed to get a direction of developed book. After that the researcher wrote

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[49] Keene and Zimmermann, *Mosaic of Thought (the Power of Comprehension Strategy Instruction)*.

[50] Hyland, *Research Fo Material Development in Language Learning*, ed. Brian Tomlinson and Hitomi Masuhara, First (New York: Blackwell Publisher, 2003).

manuscript of developed book based on need assessment/need analysis. Next, the researcher revised and gave to the expert judgment to evaluate the developed book. Giving tried out was the next step, besides giving tried out, the researcher also gave them the questionnaire to evaluate the book. In the data analysis technique, researcher used descriptive qualitative, because the researcher drawn the fact of situation and analyzed the indication of students' condition.
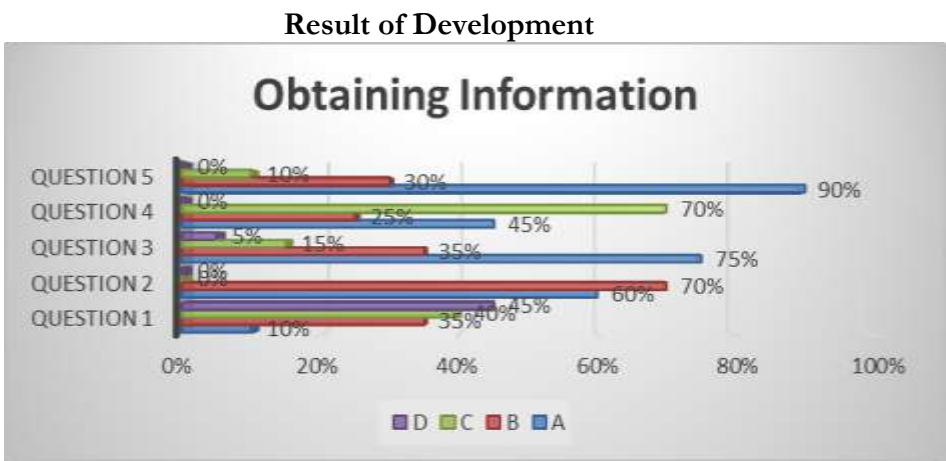
Result of Development

Chart 1 Result of Obtaining Information

First of all, the researcher gives obtaining information question, it is to obtain need analysis of students. There are 5 (five) questions that the researcher has, and the data shows that in question number 1 (one) "when do they begin to like English", there are 10% of student answer that they like English material from elementary school, 35% of them begin to like English from junior high school, 40% from senior high school and 45% of them like English at higher school. It indicates that many students still have the lower skill in English. Question number 2 (two) "do they need to learn English", most of them (70%) answer that they need to learn English. There are 75% of student like English very much (question number 3). Then, questions number 4 (four) ask about "do the student like teaching strategy which used by lecturer", but most of them (70%) feel customary with lecturer strategy. And the last question of obtaining information ask about the reading grading in the last semester, most of student (90%) get B in reading 2. From those question, the

researcher conclude that many students have the lower strategy in reading comprehension material.
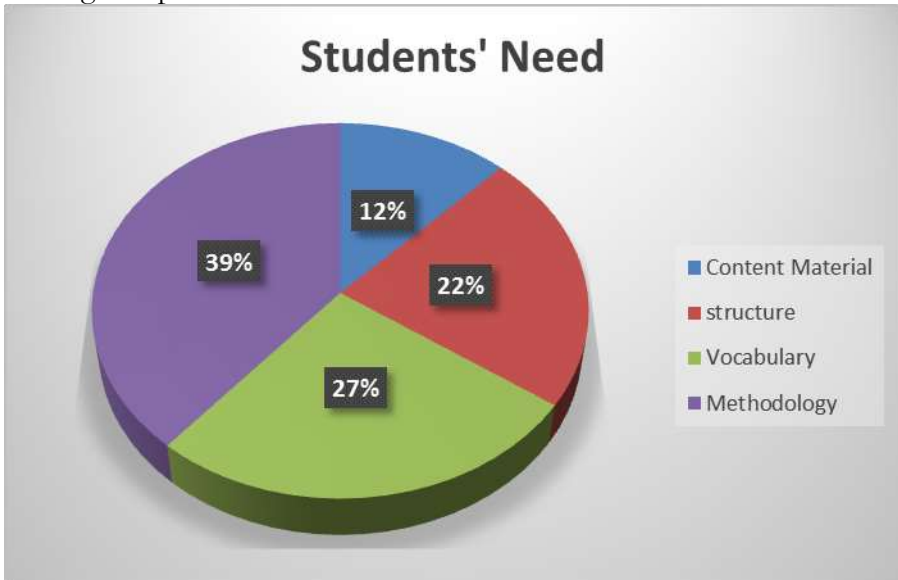

Chart 2 Result of Need Analysis

The result of need analysis of students' need, the researcher conclude that there are three component which students' need, lack of vocabularies, reading strategy, content material and structure. The chart above shows that many students feel low in reading strategy, there are 39% of students answer it. From those chart, reseacher explain that redaing strategy is first material which is included in the reading book. Therefore, the result of question becomes support of researcher in developing reading book which put reading strategy as the main material.

Besides strategy of reading, the next main material of students' need is vocabulary, there are 27% of them answer that they lack of vocabularies in learning English skill. So, developed book, researcher give many vocabularies material and question to rich students' vocabulary. In learning new language, vocabulary is main factor of students' need. Next, structure is needed to understand English reading text, there are 22% of student feel that structure is the main focus which researcher must develop. Structure is needed because, to understand English reading text well, structure must be dominated by English learners. At this point, researcher give many

kinds of structure assessment, to assess students' understanding of structure. The last material which students need in developing their reading comprehension is content material. There are 12% of students thought that content material must be suitable with their condition. Because the stay in Pondok Pesantren so, all the passage is about Islamic studies. All the material which is developed by researcher is specify with students' need. As the result, students feel easy to imply the practical and developed book.

Result of Expert Judgement

In this part, researcher give the result product to expert judgment to get revision and validation. There are two expert judgment which researcher has, first is senior English lecturer of English Department of INKAFA Gresik which expert on content material, and second judgment focus on the instructional material of reading book. The result of first expert judgment suggest that some material should be revised because it is still less satisfying with students' need and institution, but generally, the first judgment satisfy with developed book and some content material, so he gives "Good" for book evaluation. The second expert judgment gives "adequate" for content material and "adequate" too for organizing material because many material is still taken from another reference. From those evaluations, the researcher needs to revise, in addition, researcher uses his own material which elaborated with cultural material of Institution.

Result of Try Out

After evaluated by experts' judgment and also revised by researcher, the result book is tried to students out to have the empirical validity. The students are given by researcher many questions to get statistical evaluation. The result of try out is needed by researcher to develop and revise based on their own need.
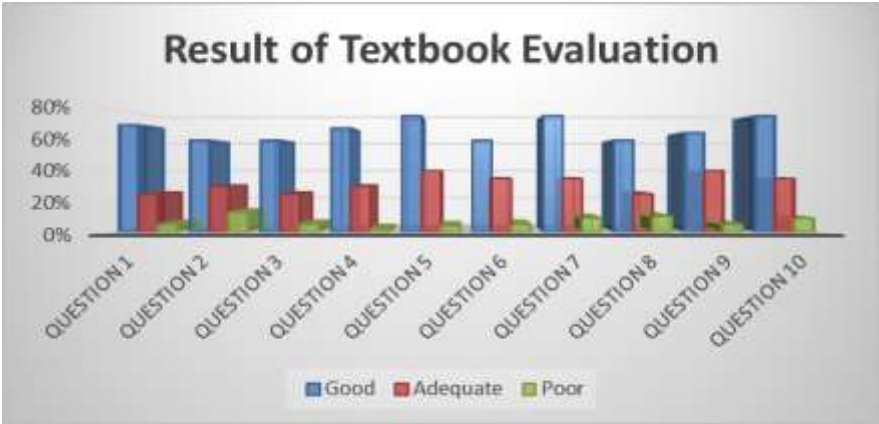
Result of Textbook Evaluation

Chart 3 Result of Students' Evaluation

From chart above, it can be understood that many students satisfy with developed material. As in the question number 1 (one) 70% of students satisfy with content material with the book, just 25% of them feel adequate and 5% of them does not satisfy. Question number 2 (two) shows that there are 60% of students feel easy with developed material, and just 30% of them feel adequate. It can be concluded that the content material does not need to revise, because just 13% of student feel Poor with content material.

Question number 3 is about reading strategy, there are 60% of them says good, 25% feel adequate and just 5% of students feel poor. It means that book material (reading strategy) is make them easy to increase their reading comprehension. Then the 4th (fourth) question is about assessment task of developed book, this assessment supports the reading strategy and content material. Here, there are 68% of them says that the assessment is good enough to increase their knowledge of material. Question number 6 (six) is about vocabularies material, 60% feel that the vocabulary material in the book is help them to understand the material. Comprehension question material is as question number 7 (seven), 76% of students stat that comprehension question in the book help them very much in understanding reading material.

Question number 8 (eight) is about students' motivation in learning reading, the question is "do students have high motivation after learning the developed book", 60% of them feel that developed

book make them having new motivation in learning reading comprehension. The 9th (ninth) question ask about the rewarding material of developed book toward their learning. 65% of students says that the developed material is very useful to their level of reading comprehension, and the last question (10) is about the compatible of developed book, 76% of them state that developed book is very compatible with university students. Additionally, researcher conclude that all material will give them new motivation and also make them easy to increase their material in reading comprehension material.

Material Mapping

The researcher develop the material based on need assessment, tried out, expert judgment and revising. Here is the resulted material:

Chapter	Material	Activities	Competence
1 Learning Monitoring Strategy	1. Meet good readers 2. Look at these readers 3. Understanding monitoring strategy	1. Reflecting the chapter 2. Multiple choice cloze task 3. Designing comprehension test 4. Self-monitoring	To understand how become good monitoring readers
2 Becomes Good Readers	1. Monitoring is making connection 2. Theories of monitoring readers	1. Open-ended reading question 2. Activating prior knowledge 3. Identifying part of speech 4. Inferring the meaning 5. Summarizing of text 6. Self-monitoring	To understand the strategies of reading comprehension
3 Monitoring Our Note-taking	1. Note-taking monitoring	1. Comprehension questions 2. Note-taking practice	To understand take-note strategy in reading text

		3. Identifying part of speech 4. C-test task 5. Self-monitoring	
4 Summarizing and Synthesizing	1. Summarizing strategy 2. Synthetizing strategy 3. How to summarize and synthesis the text	1. Comprehension question 2. Summarizing the passage 3. Synthesizing the passage 4. Identifying part of speech 5. Self-monitoring	To understand the differences of summarizing and synthesizing strategy
5 Paraphrasing	1. Paraphrasing strategy 2. How to paraphrase a passage	1. Comprehension question 2. Paraphrasing the passage 3. Self-monitoring	To understand paraphrasing strategy
6 Fix-up Strategy	Fix-up strategy	1. Comprehension question 2. Reading the passage 3. Finding out the meaning 4. Cloze-test 5. Self-monitoring	To implement fix-up strategy in reading comprehension
7 Finding the Starting Point	Different types of test	1. Applying the key of learning 2. Faulty argument 3. Rational deletion 4. Structure editing task 5. Vocabularies matching task 6. Self-monitoring	

Table 2 Material Mapping

Conclusion

Reading strategy has been identified as the problem of INKAFA students in increasing reading comprehension. The problem which is faced by students are lack of understanding reading strategy, lack of vocabularies, and having low in understanding the English structure. To solve that, the lecturer should have acknowledgeable and set of attractive material based on students' need. Because lecturer is the kays terms of increasing human resources.

From resulted explanation, the students need new book which discuss about reading strategy and all related material. The developed book is developed based on problems and conditions of learners. Need analysis, students' questionnaire and interview to subject specialist is used by researcher to develop the material. To have validated material, researcher consults to experts' validation. Then, researcher make small try out and ask students to evaluate the resulted book to have an empirical material. Revising is done by researcher to make suitable material. The resulted book has been being suitable with students' need in semester 3, but it still has strength and weaknesses, so the instructor (lecturer) should anticipate and maximize the activities in the product.

Based on the goal of learning and limited time in developing material, the researcher suggests with further necessary product. Lecturer should give supplementary material to support the learning process, such as from magazine, internet and related resources. Lecturer also should give motivation to the learners, because it is internal factor of students' success in learning process. Finally, researcher hope that developed book may give the new motivation to English learners, and may this resulted book give profit to education in Indonesia.

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