

THE IMPACT OF SELF-MONITORING STRATEGY ON STUDENTS' NARRATIVE TEXT SPEAKING ABILITY

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Abstract

The pandemic forced students to study from home, resulting in a lack of direct interaction with teachers. When students returned to school, teachers had to start guiding them from scratch using various teaching strategies. These strategies included discussion and self-monitoring. The purpose of the study was to find out the significant difference of self-monitoring strategies on the students' narrative text speaking ability. A quasi-experimental design was used, with the experimental group receiving the self-monitoring strategy and the control group using discussion strategy. The researchers conducted a study at SMPN 4 Magelang, Central Java. The result of the study showed that there was no significant difference between using self-monitoring strategies and using discussion strategies on students' narrative text speaking ability. However, the self-monitoring strategy had positive effects, such as increasing confidence and reducing fear of speaking in English. The researchers hope others will build on this study to evaluate speaking ability in different academic fields.

Keywords: *Self-Monitoring, Speaking ability, Teaching Strategy*

Introduction

UNICEF and the Ministry of Villages, Development of Disadvantaged Regions, and Transmigration (*Kemendesa PDT*) examined how the COVID-19 epidemic affected non-schooled children and adolescents from September to December 2020. The monitoring program intended to assess how the pandemic has influenced the schooling of 7–18-year-olds from underprivileged households. Many students risked dropping out for numerous reasons. These reasons included economic difficulties that necessitate people to work, lack of technology and internet access in distant locations,

caring for younger siblings, getting married early, and other reasons for dropping out. These issues matter in education.

Many curriculum revisions addressed students in danger of dropping out due to the economic crisis. These revisions included an "Independent Curriculum (*Kurikulum Merdeka*)" for use during and after the pandemic (Abidah et al., 2020). It was believed that an Independent Curriculum lets students study multiple disciplines and enhance their talents (Direktorat PAUD et al., 2021). Teachers should use numerous technologies to customize learning for student's needs and interests (Arochman & Fortinasari, 2024). However, not all grade levels at junior high school have implemented the curriculum changes. For example, the eighth and ninth graders at SMPN 4 Magelang still use the 2013 curriculum, while the seventh graders have already implemented the Independent Curriculum. Meanwhile, the Independent Curriculum offers a practical alternative to the Prototype Curriculum (Siahaan et al., 2023). It provides excellent information on system performance and contributing factors. It allows children from different backgrounds to unite. There are some downsides to the Independent Curriculum. A significant challenge is the preparedness of the personnel in charge of implementing it. A few challenges need to be addressed, such as the preparedness of educators, the readiness of infrastructure, and the availability of facilities (Parker & Prabawa-Sear, 2019). When educators make mistakes in providing education services (Hirdayu et al., 2022), it is their responsibility if children fail to discover their unique nature.

Unfortunately, eighth graders at SMPN 4 Magelang struggle because their skills do not meet the curriculum's expectations. Teachers had to use more Indonesian during English lessons because students found the vocabulary and pronunciation difficult. Furthermore, the researchers discovered that most students struggled with comprehending English words due to a lack of familiarity with using a dictionary book. Thus, students solely utilized the concepts taught in class (via lectures and discussions).

Furthermore, the researchers found that students at the school encounter challenges when it comes to speaking. Their motivation and speaking fears arise from their limited vocabulary and unfamiliar English pronunciation. During Q&A sessions,

students often hesitated to speak up due to fear of making mistakes. Occasionally, this made them stumble or say words incorrectly, resulting in misunderstandings. The researchers aimed to use a method to enhance students' speaking abilities. Moreover, the researchers found that students at the school lack the drive to enhance their English language abilities despite the school's strong focus on developing English proficiency. Many students lack motivation to learn English because they see it as challenging. Consequently, students lost motivation and confidence, which harmed their learning. Students became less engaged in class as teachers became more involved in teaching. During the Q&A or English presentations, the students stayed silent. Many students still prefer traditional learning methods, such as discussions and lectures. However, these methods no longer keep them motivated.

In addition, the school has a vision for students to excel in a foreign language, mainly English, and communicate proficiently in English. Unfortunately, because of the pandemic, students could not practice speaking English or find someone to practice together. Students nowadays rely heavily on technology to complete their homework rather than focusing on pronunciation and learning new words. Too much technology for tasks can lead to a disconnect between educational needs and student capabilities. This situation is crucial for analyzing students' English challenges. According to a study by Kinasih and Olivia (2022), Indonesian students learning English as a second language encountered difficulties in language and non-language aspects (Haumahu et al., 2024). Understanding language, pronunciation, words, grammar, and speaking fluency are all essential linguistic aspects. This study examines language learning factors, such as fear of speaking, lack of motivation, anxiety about making mistakes, and limited class participation. According to Franscy and Ramli (2022), most of the speaking difficulties experienced by students are caused by the way they use language, around 77%. Other factors only comprise 23%.

Yates (2017) explained that pronunciation includes vowels, consonants, stress, speed, rhythm, intonation, and phrasing. He demonstrates these in his speech. This explanation showed that the student's word pronunciation was lacking. Student pronunciation, mumbling, and accents often hinder discourse. The phrase "running" should be pronounced as *ˈrʌnɪŋ*; however, students often mispronounce it as *ˈʊnɪŋ*.

However, why is vocabulary crucial in language learning? Learning English requires starting with vocabulary. After learning the words, students can practice reading, writing, speaking, listening, and grammar. Fluent language use requires reading, writing, and vocabulary. Without a good vocabulary, listening abilities are insufficient. Conversational listening is meaningless if students do not grasp words; that is why vocabulary is crucial (Arochman, Madani, et al., 2023; Hasanah et al., 2024., Sardi et al 2017). Unfortunately, the students had vocabulary issues. Teachers must explain in both English and Indonesian when teaching English, which makes students struggle to construct sentences when speaking or writing. In teaching speaking, teachers had various strategies depending on the situation, environment, needs, and skills (Dahlan et al., 2019; Wahyuningsih et al., 2023). One approach is self-monitoring strategy.

Self-monitoring helped students assess their actions and track the results. While it does not generate new skills or knowledge, it can alter the frequency, intensity, or duration of someone's behavior. It is often used to help with academics, behavior, self-care, and social skills (Loftin et al., 2005). According to January et al. (2023), self-monitoring gives students faster feedback than when teachers assess their behavior. The strategy demonstrates noticeable progress in behavior over time for both the student and the teacher. Self-monitoring helps students by encouraging communication with parents and increasing awareness of their behavior (Sulu et al., 2023). It also covers academic and social skills. Self-monitoring has benefits but requires students to be aware of themselves and take responsibility. Some students struggle to monitor their behavior or accurately assess it. Furthermore, implementing a self-monitoring program may necessitate teachers to invest additional time initially, as they must instruct students on adequately utilizing the strategy.

Studies on self-monitoring have been conducted for years with varying areas of interest. While self-monitoring is commonly studied in psychology, it is also gaining attention in education. Multiple studies have explored self-monitoring to assess its impact and effectiveness on a teaching method. Past research indicates that self-monitoring strategies have a beneficial effect on students' skill development.

In a research done by Azatova (2021), fourth-grade elementary school students were given learning goals and asked to track their progress. The findings indicated

that this approach can inspire students to reach their objectives, but there are drawbacks to consider. There are few participants, so we cannot compare group control. In addition, the researchers have researched students' views regarding self-monitoring for English learners aiming to improve their speaking abilities. Based on the findings, 80% of students think self-monitoring is essential for improving speaking ability, while 20% believe it is unnecessary as long as they have confidence in their abilities. The study's main weakness is a lack of data to support respondents' statements due to its narrow focus on the viewpoint.

Based on the problems and previous study, the researchers were interested in researching the impact of self-monitoring strategies on the students' narrative text speaking ability. The reason the researchers use the self-monitoring strategy is that this strategy is claimed to increase student motivation in learning. Therefore, the researchers hope this strategy could produce the same research result.

Method

The study employed a quasi-experimental design to conduct the research. The limited or absent control researchers characterize quasi-experimental designs over the random assignment of participants to different levels of a manipulated variable of interest (Creswell, 2009). The researchers utilized a Nonequivalent (Pretest and Post-test) control group Design for the investigation. The population of the study were all eight grader students at SMPN 4 Magelang, Central Java with a total of 144 participants. The study utilized a non-random assignment procedure to distribute participants to experimental or control groups. The researcher used a purposive sampling technique to select 48 students from two classrooms to serve as experimental and control groups.

The instrument used in this study was tests. Both groups were subjected to a pretest and a post-test, wherein the experimental group exclusively received the treatment, while the control group received standard teaching methods such as discussion and lecturing. To get the data, the researchers have conducted an oral test in which the students were asked to read aloud the text that the researchers have provided. Reading aloud can be a strong indicator of total spoken output skill (Brown

& Abeywickrama, 2018). While implementing the treatment, the researchers used a self-monitoring checklist to monitor the students regarding their perspective on their speaking ability and their shortcomings in speaking, and also provoke problem-solving by each student. This instrument was necessary to monitor the progress of the student while using a self-monitoring strategy to improve their narrative text speaking ability. Following the treatment, the researchers conducted a post-test to see if there was a difference between students who utilized the self-monitoring strategy and those who used discussion strategy on students' narrative text speaking ability. The data was described in detail in figure 1 as follow.

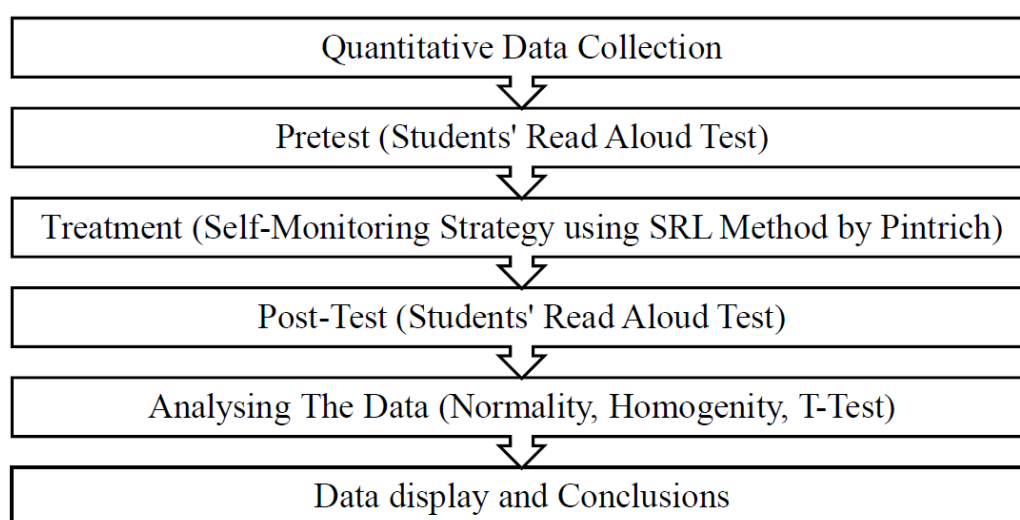


Figure 1. Chart of Data Collection Technique

In analyzing students' speaking pretest and post-test, the score was calculated and analyzed using a scoring rubric adapted from Brown and Abeywickrama (2018): pronunciation, fluency, accuracy, and intonation. After that, the scores were analyzed using Shapiro-Wilk to get the normality of distribution. Next, homogeneity test was done using Levene test to know the homogeneity of the data. Last, the data was analyzed using independent T-test to know whether there was significant different or not. A scoring rubric was in Table 1 as follow.

Table 1. A scoring rubric adapted from Brown & Abeywickrama (2018)

| | |
|---------------|--|
| Pronunciation | 10: Almost every pronunciation is incorrect. |
| | 15: Most pronunciations are incorrect. |

| | |
|------------|--|
| | 20: Most pronunciations are correct. 25: The whole pronunciation is correct. |
| Fluency | 10: Numerous pauses interrupt pronunciation. 15: There are some pauses and stuttering, so it is not fluent. 20: Although it was fluent, there was still a lag. 25: Fluent |
| Accuracy | 10: The whole conversation is incomprehensible. 15: Most conversations are incomprehensible. 20: Most conversations can be understood. 25: All conversations can be understood. |
| Intonation | 10: Word emphasis and rhythm are all off. 15: Word emphasis and rhythm are largely incorrect. 20: Most of the words have the correct emphasis/ rhythm. 25: The pressure/rhythm in all words, phrases, and sentences is correct. |

Results

This study employed a quasi-experimental design, with purposive sampling for participant selection. The research sample was divided into two groups: the first one was the experimental group, including 24 students from class 8E, and the control group, consisting of 24 students from class 8F. This study's findings are as follows.

1. Self-Monitoring Affects Students' Narrative Text Speaking ability

To collect research data, researchers used pretest and post-test instruments in student-aloud reading assignments, where researchers provided narrative texts, and students were asked to read the available texts aloud. In the pretest, researchers used a narrative text entitled "The Rabbit and the Bear," In the post-test, researchers used a narrative text entitled "The Town Mouse and The Country Mouse." Then, to check the data's validity, the researchers used normality, homogeneity, and independent T-Test. The result would be explained in the point as follows.

The normality distribution test was a test to measure whether the data is normally distributed. In order to know the normality, the writer used the Saphiro-Wilk test with the SPSS 22 version. The critical area was where alternative hypothesis (H_a) was rejected when the significant value was lower than 5% ($\alpha=0.05$). Meanwhile, if

the significant value was higher than 5% ($\alpha=0.05$), H_a was accepted. If H_a is accepted, it means that data in normal distribution. The result of normality test can be seen in Table 2.

Table 2. Normality test

| Grouping | Shapiro-Wilk | | |
|---|--------------|----|------|
| | Statistic | Df | Sig. |
| Pretest Experimental Class (Self-Monitoring) | .932 | 24 | .111 |
| Post-Test Experimental Class (Self-Monitoring) | .942 | 24 | .178 |
| Pretest Control Class (Conventional Learning) | .933 | 24 | .113 |
| Post-Test Control Class (Conventional Learning) | .937 | 24 | .137 |

In line with Table 2, it can be concluded that the data was normal since the significance for the all data were above 0.05 ($0.111 \geq 0.05$; $0.178 \geq 0.05$; $0.113 \geq 0.05$; $0.137 \geq 0.05$).

Homogeneity testing was intended to ensure that the data collected in the analysis were drawn from populations that were too different. Especially in predictive research, the model must suit its composition and distribution. In order to know the homogeneity, the writer was going to use SPSS. The critical area was where H_a is rejected when the significant value was lower than 5% ($\alpha=0.05$). Meanwhile, if the significant value was higher than 5% ($\alpha=0.05$), H_a is accepted. The result of homogeneity test can be seen in table 3.

Table 3. Homogeneity test

| | | Levene Statistic | df1 | df2 | Sig. |
|--|--------------------------------------|------------------|-----|--------|------|
| Pretest and Post-Test (Experimental and Control Class) | Based on Mean | 3.714 | 3 | 92 | .014 |
| | Based on Median | 2.618 | 3 | 92 | .056 |
| | Based on Median and with adjusted df | 2.618 | 3 | 63.870 | .058 |
| | Based on trimmed mean | 3.400 | 3 | 92 | .021 |

Based on Table 3, the significance shows $0.014 \geq 0.05$, which means the data was homogeneous. After that, the researchers conducted independent t-test. The null

hypothesis (H0) is there is no significant difference in the self-monitoring strategy on students' narrative text speaking ability. Meanwhile, the alternative hypothesis (Ha) is there are significant differences in the self-monitoring strategy on students' narrative text speaking ability. H0 is accepted if the sig. (2-tailed) is higher than 0.05 whereas Ha is accepted if the sig. (2-tailed) is lower than 0.05 The result of the t-test can be seen in Table 4.

Table 4. Independent sample t-test

| | | t-test for Equality of Means | | | | | | |
|--|----------------------------------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | Lower | Upper |
| Post-Test (Experimental Class & Control Class) | Equal variances assumed | .484 | 46 | .630 | .667 | 1.377 | -2.104 | 3.437 |
| | Equal variances are not assumed. | .484 | 44.648 | .631 | .667 | 1.377 | -2.106 | 3.440 |

According to Table 4, it can be assumed that the self-monitoring strategy does impact the student's speaking ability in narrative text. The evidence can be seen from the significance (2-tailed), which shows 0.630, which was higher than the significance level ($0.630 > 0.05$). Therefore, there is no significant difference in the self-monitoring strategy on students' narrative text speaking ability on the eighth graders SMPN 4 Magelang.

Further evidence can be gathered by comparing the average post-test scores from the experimental and control groups. The experimental class exhibited an average score of 82.21, whereas the control class had an average score of 81.54. Even though the difference was not significant, there was still an impact on the students' narrative text-speaking ability.

It showed a less significant difference between using self-monitoring strategies and using discussion strategies on students' narrative text speaking ability. This conclusion is based on the results of the independent T-test, which compares the

results of the experimental class and the control class, where the significance result (2-tailed) in the experimental class post-test is 0.630, while in the control class is 0.631. The significance value will be declared influential if the score is less than 0.05, and since the significance value of the experimental class is 0.0630, H_0 is accepted, and H_a is rejected, which means there is no significant difference in the narrative speaking ability of the student's text.

However, there was an increase in scores in experimental class students, where the average score at the time of the pretest was 61.75, and after applying treatment in the form of self-monitoring, the average student score increased by around 20.46%, which means the use of self-monitoring strategies did not provide significant changes, but still had an impact.

2. The Extent Self-Monitoring Affects Students' Narrative Text Speaking ability

To observe the impact, the researchers observed students' perspectives on their abilities in the context of speaking ability using self-monitoring sheets as a comparison between before and after the application of self-monitoring strategies.

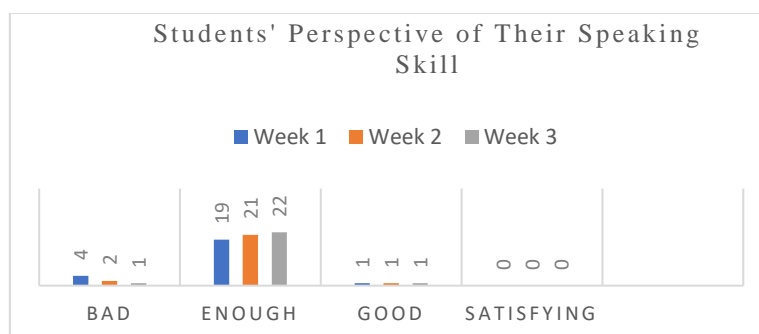


Figure 2. Students' perspective of their speaking ability

According to Figure 2, it can be reckoned that on the first meeting, four students thought their speaking ability were not good, while the rest thought that they were quite capable in their speaking ability. However, the researchers found a difference in students' perception of their ability to speak; some students feel their speaking ability is quite good, but it is still tricky to master vocabulary and pronunciation. Therefore, the researchers used a self-monitoring teaching strategy for

students to assist them in monitoring their speaking progress. The researchers also allow students to practice directly with reading-aloud activities and monitor their abilities and progress. The results showed that by the second week, the number of students who felt their poor speaking ability began to decrease, and they felt more confident and motivated.

At the third meeting, it can be concluded that three students felt their speaking ability had improved. This situation suggests that self-monitoring strategies can help students improve their narrative text-speaking ability.

Then, the researchers tried to observe the difficulties faced by students in the aspect of speaking ability to understand the difficulties faced by students using self-monitoring sheets. The following figure 3 would describe the observations' findings:

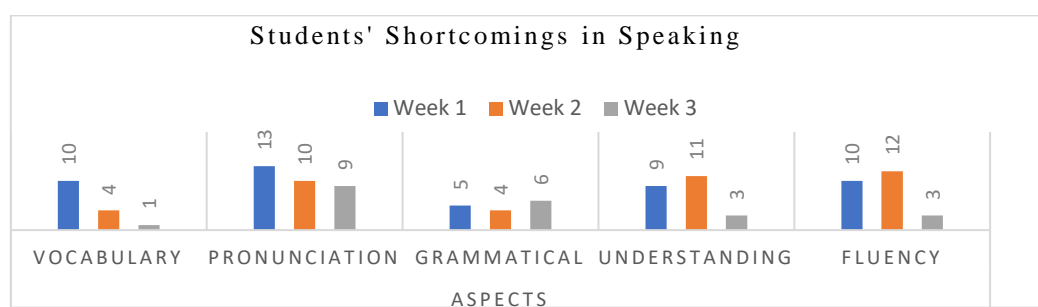


Figure 3. Students' shortcomings in speaking

During the research, the researchers tried to dig into the students' shortcomings and why. Figure 3 shows that most of the students were having a problem with pronunciation, especially when it came to pronouncing new words or words that ended with 'ed,' such as 'looked' where it should be read as 'lɒkt' but instead, the students will read it as 'lɒket,' 'cooked,' 'locked,' 'faced,' et cetera since the students tend to read the sentences following Indonesian reading.

The second problem that students encountered was vocabulary mastery. This problem is due to the students not having a dictionary book, which they can use to learn new vocabulary. Although they are currently allowed to bring their respective smartphones, their phones must be collected in a locker and turned off; in other words, students cannot use their smartphones in the learning process, so they do not have many opportunities to take advantage of technology. The teacher claimed that the rules about collecting the students' phones are to avoid distraction during class since

students might be playing with their phones secretly instead of paying attention to the teacher and the materials given. Therefore, students tended to depend on the teacher to teach them the new vocabulary they learned, and unfortunately, most of the students were still hesitant to ask the teacher whenever they found or heard a new vocabulary, so the teacher would have to explain and translate the whole materials from English to Indonesian, words by words.

The third problem was their understanding; since their vocabulary mastery skill is lacking, they find it quite challenging to understand the material or context delivered using the whole English language. That is why either the researchers or the teacher tends to have code-switching, where the researchers or the teacher will deliver the material using both Indonesian and English to ensure the students can grasp the entire material.

Discussion

1. Self-Monitoring Affects Students' Narrative Text Speaking ability

At the time of the study, the researchers conducted research in two different classes, class 8E was an experimental class with 24 students and class 8F was a control class with 24 students. In the experimental class, the researchers used a self-monitoring strategy as a teaching strategy, where students are asked to monitor the problems, developments, and challenges faced by each individual in the hope that students become more aware and able to find a way out or a way to overcome their difficulties in the ability to speak English.

Before using the self-monitoring strategy, the researchers conducted a pretest in which students from both experimental and control classes had to read aloud a short narrative text to assess the extent of the student's speaking ability. Results showed that most students still had difficulty in the pronunciation part, and in the assessment process, students tended to be nervous, not confident, or shy, thus affecting the fluency and accuracy of their speech.

Then, at the second meeting, the researchers began to use the strategy of self-monitoring, where the researchers provoked students' activeness by providing opportunities for each student to practice and monitor themselves. In addition, the

researchers also provide opportunities and space for students to consult and discuss their problems in speaking English. The results showed an increase in the value of students, whereas before doing self-monitoring, the value of students was still far from the Standard minimum Graduation value ($KKM \geq 75$).

After implementing self-monitoring, the researchers found that there was no significant difference in the students' narrative text speaking ability, but there was an impact from the experimental class, where before using self-monitoring, the average score was 61.75 in the pretest, and the average was increased for about 20%, to 82.21 on the post-test.

The result of this study is supported by Öztürk and Çakıroğlu (2021) that focused on the development of language abilities in a flipped English foreign language course using self-regulated learning methodologies. The study followed a quasi-experimental design. The experimental group got the course through a flipped classroom approach that included self-regulated learning tools, whereas the control group did not use these strategies. The findings suggested that self-regulated learning practices favorably impacted the development of foreign language abilities in the flipped classroom paradigm. Speaking, reading, writing, and grammar exam results showed a significant advantage for the group that used the platform, which included self-regulated learning methodologies (Arochman, Malasari, et al., 2023). The listening test results showed no significant change.

In addition, another study was conducted by Hapsari (2018), which focused on investigating how students view self-monitoring for enhancing their speaking abilities. Two different self-monitoring sheets were handed out, and 27 students in the class were asked to fill out questionnaires to get their opinions. Interviews were conducted with five students to understand their perceptions better. Most students in the study had a favorable view of self-monitoring. Consequently, the students plan to use the sheets again. However, some students had different opinions and did not agree with the positive perceptions.

This result also aligned with research from Sintayani and Adnyayanti (2022), which stated that self-monitoring can be pretty good for students' speaking performance. Students might identify their faults and strengths, motivating them to

continue improving. Then, their self-efficacy, tied to their confidence and awareness of their talents, would also improve. As students become more determined to develop themselves, their speaking performance will improve as they are no longer bound by their shyness and fear.

Unfortunately, this study showed that using a self-monitoring strategy did not significantly affect students' speaking ability in narrative texts, but there was a positive impact. This result is due to several factors, such as differences in individual traits in each student, where the development between each student was different, so the researchers cannot generalize the ability and development of each student because it would make the strategy taught less effective. Another factor that influences the insignificance of the use of self-monitoring strategy is regarding times. As discussed in the previous point, each student has a different time and process, and with a short time of research and application of the strategy, it has not been able to work effectively on students and has many positive impacts. Although, in the end, there was an increase in scores, the difference between the experimental and control classes was not too significant. It was also mentioned in Belmekki (2023) that there are several reasons why self-monitoring might not significantly impact students' speaking ability. The first factor is lack of confidence; many students lack self-confidence in their speaking ability and are afraid to make mistakes when speaking, which can hinder their progress (Lar & Maulina, 2021; Rahman et al., 2022). The second factor is low learning independence, which could result in students' inability to develop their English-speaking ability, leading to decreased student achievement, lack of responsibility, and dependence on others in decision-making. The third one is negative perceptions, where some students may have negative perceptions of self-monitoring. While most students have positive perceptions and want to use self-monitoring sheets in the future, a few disagree with the positive perception of using self-monitoring. When students already have a negative perception of self-monitoring, they can make them underestimate the strategy, eventually leading to inequality between students who use it and those who do not intensively.

2. The Extent Self-Monitoring Affects Students' Narrative Text Speaking ability

In this study, the researchers shared a student self-monitoring form that aims to examine students' perspectives on their ability to speak English, the difficulties students face in speaking English and their causes, then examine the words that are difficult for students to pronounce, as well as to examine how students deal with their difficulties so that the researchers can conclude whether the self-monitoring strategy used has impact for students or not. The results of the self-monitoring sheet will be described in the following points.

a. Students' Perception of their speaking ability

At the first meeting, four students thought their speaking ability were not good, while the rest thought that they were quite capable in their speaking ability. However, the researchers found a difference in students' perception of their ability to speak; some students feel their speaking ability is quite good, but it is still tricky to master vocabulary and pronunciation. Therefore, the researchers used a self-monitoring teaching strategy for students to assist them in monitoring their speaking progress. The researchers also allow students to practice directly with reading-aloud activities and monitor their skills and progress. The results showed that by the second week, the number of students who felt their poor speaking ability began to decrease, and they felt more confident and motivated. At the third meeting, it can be concluded that three students felt their speaking ability had improved. This situation suggests that self-monitoring strategies can help students improve their narrative text-speaking ability.

This method aligns with research from Priyatni et al. (2019), which discussed implementing self-monitoring strategies using past tense in recount text, where the researchers begin using self-monitoring strategies by observing and monitoring students' conditions first. A student self-monitoring strategy is compiled, followed by implementation, and then an evaluation is carried out. However, implementing a self-monitoring strategy can differ from one researcher to another. In implementing a self-monitoring strategy, each

researcher needs to adjust the method according to the environment and individual situation of the research subject.

Several aspects could affect student's perception of their speaking ability; the first one is affective factors, which include shyness, lack of motivation, self-confidence, self-esteem, feelings towards the interlocutor, feelings towards the topic, and self-consciousness; then cognitive factors that involve the mental processes of understanding and producing language (Yimam, 2019). The next is linguistic difficulties, which include tenses, verb-subject agreement, word order, wrong word choice, redundancy-reduction, and phonological difficulties that can affect a student's perception of their speaking ability (Nazara, 2011). Then, a lack of confidence and vocabulary can affect a student's perception of their speaking ability. Then, there is the fear of negative evaluation, where some students may fear negative evaluation from their peers or teachers, which can affect their perception of their speaking ability. Last but not least, the classroom environment, which includes the teaching methods used and the attitudes of teachers and classmates, can influence a student's perception of their speaking ability (Delimasari et al., 2023). Thus, it can be concluded that students' perceptions can affect their ability to speak and learn a new language.

b. Students' Shortcomings in Speaking

During the research, the researchers tried to dig into the students' shortcomings in speaking. Figure 2. shows that most of the students were having a problem with pronunciation, especially when it came to pronouncing new words or words that ended with 'ed,' such as 'looked' where it should be read as 'lʊkt' but instead, the students will read it as 'lʊket,' 'cooked,' 'locked,' 'faced,' et cetera since the students tend to read the sentences following Indonesian reading.

The second problem that students encountered was vocabulary mastery. This problem is due to the students not having a dictionary book, which they can use to learn new vocabulary. Although they are currently allowed to bring their respective smartphones, their phones must be collected in a locker and turned off; in other words, students cannot use their smartphones in the

learning process, so they do not have many opportunities to take advantage of technology. The teacher claimed that the rules about collecting the students' phones are to avoid distraction during class since students might be playing with their phones secretly instead of paying attention to the teacher and the materials given. Therefore, students tended to depend on the teacher to teach them the new vocabulary they learned, and unfortunately, most of the students were still hesitant to ask the teacher whenever they found or heard a new vocabulary, so the teacher would have to explain and translate the whole materials from English to Indonesian, words by words.

The third problem was their understanding; since their vocabulary mastery skill is lacking, they find it quite challenging to understand the material or context delivered using the whole English language. That is why either the researchers or the teacher tends to have code-switching, where the researchers or the teacher will deliver the material using both Indonesian and English to ensure the students can grasp the entire material.

There are some reasons students have those shortcomings in speaking terms, but mainly, it is caused by nervousness. The nervousness varies from person to person, but based on self-monitoring sheets filled out by students, students admitted that they felt anxious because they were still afraid to make a mistake or worried that their friends would make fun of them when they made a mistake speaking. Therefore, during the research period, the researchers tried to provide support and encouragement to students so that they would be more willing to try and not be too afraid to make mistakes in the learning process.

This finding aligns with research from several researchers (Jaya et al., 2022; Suchona & Shorna, 2019). There are several different reasons why students face difficulties in speaking, including: Pronunciation problem: for many students, difficulty pronouncing English words is a severe barrier because improper pronunciation can lead to uncertainty and misunderstanding between interlocutors (Octaviani et al., 2024). The second is a lack of vocabulary, which could impede students' ability to express themselves effectively. The third reason is confusion regarding grammatical rules, which could lead to errors and

misunderstandings. The fourth problem is the lack of self-confidence, which might cause students to be afraid to talk and reduce their fluency and ability to communicate. The fifth problem is the fear of making mistakes, which can deter students from developing their speaking ability. The sixth problem is regarding mother language interference since the effect of the mother tongue might impair English pronunciation and sentence structure. Anxiety and shyness are the seventh problem, where these emotional characteristics can prevent students from freely speaking. The eighth problem is environmental factors: the learning environment, particularly teachers' and classmates' views, might influence a student's communication propensity. The ninth problem is a lack of practice: students may struggle to enhance their speaking ability without regular practice. Last but not least is poor motivation, which could jeopardize students' progress in enhancing their speaking ability.

Therefore, it can be concluded that behind the difficulties of students in speaking ability, several reasons cause students to have difficulty speaking in English, some of which are pronunciation, low self-confidence, and low student motivation. However, it will be good to note that students' difficulties may differ and require different handling and approaches.

Conclusion

The study concluded that there was no significant difference between using self-monitoring strategies and using discussion strategies on students' narrative text speaking ability on the eighth graders of SMPN 4 Magelang. However, the self-monitoring strategy still had positive impacts. There was an impact of self-monitoring strategies on students' narrative text speaking ability. Before implementing the strategy, students tended to feel nervous about speaking in English. They admitted it was because they were not confident, shy, afraid to make mistakes, or afraid their friends would make fun of them. Then, after implementing the self-monitoring strategy, the students tended to be more active and confident in speaking in English and not afraid to ask for guidance or get corrected. Thus, it can be concluded that although using self-monitoring strategies did not create a significant difference for

students, they still positively impact students' narrative text-speaking ability. The impacts were increasing confidence and reducing fear of speaking in English.

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