

Challenges Encountered in Enhancing the Reading Comprehension Monitoring Competence Level of Pre Secondary Students (Grade 09)

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This study investigated the effectiveness of *comprehension monitoring strategies (cmc)* in improving the reading comprehension monitoring competence level of pre-secondary (grade 9) students at MN st. Anne's National college, mannar. The research questions explored the most common challenges faced by students with reading comprehension difficulties, effective strategies for improvement, and potential differences in effectiveness for various challenges. Previous literature review reveals that vocabulary limitations and lack of motivation are the most prevalent challenges hindering RCMC development. Building upon prior research by Hezam (2022), Hidyati (2018), Chua & Sulaiman (2012), and Satriani, this study proposes an intervention program incorporating reading comprehension modules and monitoring strategies. Employing a mixed- method design, this investigation utilizes both quantitative and qualitative data. An experimental control research design was chosen to address the research questions. Participants were randomly assigned to an experimental group (receiving the intervention) and a control group (receiving conventional teaching). Two primary research tools were employed: reading comprehension tests and questionnaires. Data collection procedures included: an intervention program for the experimental group, conventional teaching for the control group, student perception questionnaires, and student observation. Data analysis involved frequency data distributions and descriptive statistics. The findings of the study demonstrate the efficacy of the intervention. The experimental group, having received the comprehension monitoring strategies, significantly outperformed the control group on the post-test, indicating improved rcmc. This study concludes that implementing comprehension monitoring strategies can significantly improve RCMC in pre-secondary students by activating their prior knowledge, enhancing vocabulary, fostering self-monitoring skills, and promoting positive reading habits. The findings suggest that these strategies can be effectively utilised to support students with diverse reading comprehension challenges, ultimately leading to improved reading comprehension and academic success.

Keywords: Comprehension monitoring strategies; Quantitative; Qualitative ; Monitoring competence level ; Mixed method design; Reading comprehension.