

UNIVERSITI TEKNOLOGI MARA

**THE USE OF THE SELF-MONITORING TECHNIQUE
IN WRITING AMONG POLYTECHNIC STUDENTS**

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Abstract

This study aims to investigate the effectiveness of the self-monitoring technique in writing among students. Diploma students (N=100) from the Mechanical Engineering Department, Kuching Polytechnic Sarawak were selected for this study. The experimental design was deployed for this study whereby students were divided into the treatment group (Group 1) and the controlled group (Group 2). Descriptive statistics, t-test and ANOVA were used to tabulate the data obtained from the study. A questionnaire survey was also carried out to elicit students' responses toward the self-monitoring technique. The survey revealed that majority of students (78%) had positive attitude towards the self-monitoring technique. The data analysis showed that there was a moderate significant of difference between the scores obtained by Group 1 and Group 2 on the effectiveness of the self-monitoring writing technique.

Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree to be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides an overview of the research which includes background of the study, problem statement, objectives of the study, research questions, and scope of study, its significance, its limitations and finally the definitions of key terms.

1.1 Background to the Study

The idea of students becoming autonomous learners has created a growing interest among academicians and researchers alike. Students who take responsibility for their learning will eventually end up with improved academic performance. According to Cresswell (2000), the self-monitoring technique gives students the ability to write annotations in their written tasks on problems they faced in the writing process. The teacher would then respond or give feedback to students' queries. Students on their part would continuously fine tune their written work with minimum supervision from the teacher.

The use of a self-monitoring technique also allows students to direct the feedback process to their needs and establish a collaborative relationship in which teacher support is given to improve the written language progressively (Charles, 1990; in Cresswell, 2000). According to Wan Xiang (2004), self-monitoring is also effective for students to improve the organization of their compositions.