A STUDY ON STUDENTS' SELF-REGULATED LEARNING
TOWARD THEIR READING COMPREHENSION
IN BUNG HATTA UNIVERSITY

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ABSTRACT

The objective of this research was to identify students' self-regulated learning to their reading comprehension achievement in Bung Hatta University. This study was particularly aimed at: 1. identifying students' self-regulated learning to reading comprehension achievement, 2. Identifying students' reading comprehension. The design of this research was descriptive. Total number of population of this research was 115 students of the third year at English Department, spread out into three classes. In choosing the sample, the writer used cluster random sampling. The selected sample was class C. They were 30 students. The data were collected from questionnaire, reading test and interview. Questionnaire was used to identify students' self-regulated learning to their reading comprehension achievement, reading test was used to identify students' reading comprehension and interview was used to support data from questionnaire. The result of analyzing data of this study showed that two conclusions. First, the students' self-regulated learning to their reading comprehension was seemed to have moderate-level implementation of SRL. Second, the students' reading comprehension of main ideas and supporting details was moderate (66.67%). This result proved some experts' opinion about students' self-regulated learning that it is important predictor of students' successfulness on reading comprehension. Based on the findings, the researcher suggests that students should use appropriate strategy to make them much better in reading comprehension. Then for lecturers, the researcher suggests that the lecturer should be able to motivate students becoming self-regulated learner.

Key words: *Self-regulated Learning, Reading Comprehension, and Reading Strategy*

INTRODUCTION

Reading is one of the English skills. Reading can be seen as an interactive process between a reader and a text which leads to automaticity or (reading fluency). According to Alyousef, (2013: 69) in this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge as well as schematic knowledge. According to Dechant, (2013:5), definitions of reading are divided

into two major types: (a) those that equate reading with interpretation of experience generally, and (b) those that restrict the definition to the interpretation of graphic symbols. Reading has its own components. According to Nisbet, (2010:2) five essential components of reading are interrelated and work in concert to extract the essence of reading, which is gaining meaning from text. These critical components of reading include (a) phonological awareness/phonemic awareness, (b) word study/ phonics, (c) vocabulary, (d) fluency, and (e) comprehension. Learner need to be aware that these components influence their reading comprehension achievement. If they are not able master these all they will be fail to comprehend the text. The most important are vocabulary and comprehension.

By reading, students can find any information that they want. In fact, many students think that reading is a difficult activity. There are many problems that cause this statement revealed especially for English foreign language (EFL) learner. Harmer (2007:19) said that EFL described situations where students are learning English in order to use it with any other English speaker in the world. There are some difficult sources that make learner fail to achieve reading comprehension. According to Shiela (2012: 151) there are two sources of difficulty in reading comprehension for EFL learner. The students are lack of content knowledge and unknown words to be problematic.

Beside of these problems, students' autonomy makes an important rule to achieve academic success especially reading comprehension. According to Farooq (2013: 1) learner autonomy engages the students' academically and personally to understand and master the language. Students' autonomy is cognitive, behavior, and motivation. Cognition relates with academic success especially in reading comprehension achievement. For example, the students activate their content background knowledge about the text or they use some strategies to make the comprehension better. Behavior is how they act. For example, they set a planning time to read the text, they seek help if they find any difficult in reading process. The last is motivation. This is mentioned important because this is one of the key of academic success. These factors can be concluded in one term that is self-regulated learning.

Learning strategy is one of important factor that can support learner to achieve reading comprehension and reading proficiency. Kuo (2010: 4) define a learning strategy as actions directed toward acquiring information or skills that involve purpose and instrumentality self-

perceptions by a learner. Hong-nam (2014: 2) stated that several studies have been conducted to examine the relationship between reading strategy use and reading proficiency, it has shown a positive relationship between the two variables. One of the effective helpful strategies that can be used is self-regulated learning strategy. According to Schunk (2005: 85) Self-regulated learning, or self-regulation, is —an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment. This strategy is significantly related with reading comprehension achievement success.

Self-regulated learning strategy can enhance student's ability to comprehend a text. Some researchers have shown that academic self-concept significantly influenced reading ability. Nash-Ditzel in Maftoon and Tasnimi (2014:847) found that teaching techniques based on self-regulation and reading strategies can significantly promote reading abilities in college students. Maftoon and Tasnimi's (2014: 852), their finding concluded that the application of self-regulation in reading enhance EFL learners' reading comprehension. Then Zumbrunn, Tadlock,

and Roberts (2011:4) stated that Self-regulated learning (SLR) is recognized as an important predictor of student academic motivation and achievement. This process requires students to independently plan, monitor, and assess their learning. According to them, students naturally do this well.

Based on the description above the researcher was interested to study this strategy entitled "a study on students' self-regulated learning toward their reading comprehension in Bung Hatta University".

The writer would like to state the problems as follow:

1. How do students implement the self-regulated learning strategy in comprehending reading text?
2. How is the students' reading comprehension?
   The purposes of this research were the researcher wants:
1. To find out how the students implement the self-regulated learning strategy in reading comprehension use reading text.
2. To find out how is the students' reading comprehension.

RESEARCH METHOD

Creswell (2012:3) defines research as process of steps is used to collect and analyze information to increase our

understanding about a topic or issue. In this research, the researcher studied how the students implementation of the strategy in reading comprehension and how students' reading comprehension. The writer conducted a descriptive method to examine them. According to Singh (2010:229) descriptive study describes and interprets what is, it is concerned with conditions or relationship, opinion that are held, processes that are going on, effects that are evident, or trends that are developing.

In this research, the population was the third year students of English Department of Bung Hatta University who registered in 2014/2015 academic year. The writer chose them as population because they had been in the highest level of reading skill in college that was advanced reading. Based on the writers' experience, students had known some strategies to read any kind of text in this level.

According to Gay (1987: 102), population is the group to which the researcher would like the results of study to be generalized. In this research, the population of this study was the third year students of English Department of Bung Hatta University who had taken Advanced Reading subject that register in academic year 2014/2015. The researcher chose them as population because they had

studied a series of reading subject. The number of population was 115 students and they were distributed into three classes, as shown in Table 3.1:

Table 3.1: The Distribution of Population Members

No	Classes	Number of Student
1	A	34
2	B	40
3	C	41
Total		115

Source: Drs. Zainuddin Amir, M.Pd as Advanced Reading Lecturer.

The researcher used sample in conducting this study. The researcher used cluster random sampling technique to select the sample because the population was distributed in groups or classes and they were homogeneous: they had similar syllabus, the same materials, the same time allocation and the same teacher. Gay (1987: 110) states that cluster random sampling is a sampling technique which the sample in group not individual that is randomly selected and all members of the selected group have similar characteristics.

The researcher used questionnaire as her research instrument to collect data on students' implementation self-regulated learning in reading comprehension used reading text. The questionnaire consisted of 53 statements to which the respondents were required to give response. The

questionnaire was tried out to know reliability of items.

Besides using questionnaire, the researcher also used interview to support data from questionnaire. The researcher used interview to collect data about students' implementation of self-regulated learning.The researcher used mother tongue or Indonesian language in order to avoidmisunderstanding and misinterpreting between the researcher and the interviewee.

Reading test was used to collect data to know how the students' reading comprehension. The test was constructed in the form of multiple choices. The test consisted of 20 items and the students were given 60 minutes to do the test. The reading test was tried out to the students out of sample.

To have a valid reading test, the researcher used content validity. It means that this test was constructed based on curriculum, syllabus and teaching materials and it was consulted with lecturer who teaches as reading subjects at Bung Hatta University.

To find out the reliability index of the test, the researcher used split-Half method. Singh *et.al* (2008: 79) state that split- half method (odd-even) typically provides largest reliability coefficients for a given test. It is a kind of method which divides the items of the test into odd group and even group.

To calculate the coefficient correlation between score of odd and even items, the researcher used Pearson Product Moment correlation formula. The formula is as follows (Arikunto, 2010: 72)

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x^2)]\,[n\sum y^2 - (\sum y)]}}$$

The words in the formula stand for:

n   = The total number of students

x = The score of odd items

y = The score of even items

r   = Coefficient variable between even and odd items

After that, the result of correlation analysis above was analyzed by using Spearman Brown formula (Arikunto, 2010; 95) to know the reliability of the whole test: $r_{ii} \frac{2r_{xy}}{1 + r_{xy}}$

Where:

r_{ii} : The reliability coefficient for total test

r_{xy} :Thecoeficient   correlation between odd and even items

Based on the result of trying out thetest, r[counted] is 0.61. It is bigger than r[Table] that is 0,361. It means that the test was reliable.

To find out ite difficulties and item discrimination of the test, the researcher used the followinf formula:

1. Item difficulty

Difficulty level showed how easy or difficult the items proved in the test. It was used to know the level of each item in the instrument especially the test, which was used in a research.

2. Item Discrimination

Item discrimination (ID) is the extent to which an item differentiates between high- and low- ability test takers (Brown. 2010: 71). A test item that could or could not answer correctly by both smart and poor students was considered as a bad item because it did not have item discrimination.

So, based on combination difficulty analysis and discrimination analysis, there were 12 items that were revised and 8 items that were OK.

FINDINGS AND DISCUSSION

Findings

Based on the analyzing data from questionnaire, she found that total score were 5351 and average was about 178.

Table 4.1 Students' Implementation of Self-regulated Learning Strategy

No	Students' Categories	Score Criteria	Frequency	(%)
1	High-level Implement of SRL	> 192	5	16.67%
2	Moderate-level Implementation of SRL	Between 165 until 192	21	70%
3	Low-level Implementation of SRL	< 165	4	13.33%

In this section, researcher found that there were 5 students (16.67%) from 30 students who had high-level, 21 students (70%) from 30 students who had moderate-level, and 4 students (13.33%) from 30 students who had low-level implementation self-regulated learning strategy in reading comprehension. It was shown in Figure 4.1 below:

Figure 4.1 Percentage of Students' Implementation of Self-regulated Learning in Reading Comprehension Achievement
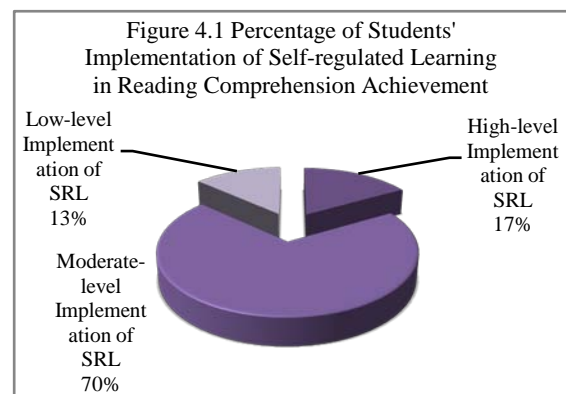
The result of the questionnaire about students' implementation of self-regulated learning strategy in comprehending reading text was based on the statement that was responded by the students. The conclusion of the questionnaire on students' implementation of self-regulated learning strategy was moderate-level. Almost all of them had

moderate-level implementation of self-regulated learning strategy.

The result of the questionnaire was also supported result from interview of 10 students from sample. The researcher asked 25 questions about students' implementation of self-regulated learning strategy. From the interpreting of the questionnaire, the result of students' implementation of SRL was moderate-level. There were 2 students from 10 students who had high-level implementation of SRL, 7 students from 10 students who had moderate-level implementation of SRL, and 1 student from 10 students who had low-level implementation of SRL.

Based on the result from questionnaire and interpreting interview, the students had moderate-level in implementing of self-regulated learning strategy.

Based on the result of the questionnaire and interview, the third year student of English Department Bung Hatta University had moderate-level implementation of self-regulated learning.

Data on students' comprehension in reading text, the researcher found that Mean was 12.5 and Standard Deviation was 3.77. After calculating M and SD, the writer classified the students' reading comprehension and calculated the percentages of the students who got high,

moderate, and low reading comprehension. The following formula was used on Arikuntos' formula (Arikunto, 2012: 298) into criteria below:

- High comprehension= 6 Students (20%)
- Moderate comprehension =20students (66.67%)
- Low comprehension=4 students (13.33%)

Table 4.2 Students' Comprehension in Reading text

Comprehension	Frequency	Percentage (%)
High	6	20%
Moderate	20	66.67%
Low	4	13.33%
Total	30	100

The researcher found that the highest score of the students in reading comprehension test was 19 and the lowest was 5. The result showed that 6 students (66.67%) had high reading comprehension, 20 students (66.67%) had moderate reading comprehension, and 4 students (13.33%) had low reading comprehension. It means that the reading comprehension of the third year students of English Department in Bung Hatta University was moderate. It could be seen on the following Figure 4.2 below:

Figure 4.2 The Students' Comprehension in Reading Text

Low Comprehension

High Comprehension

Moderate Comprehension
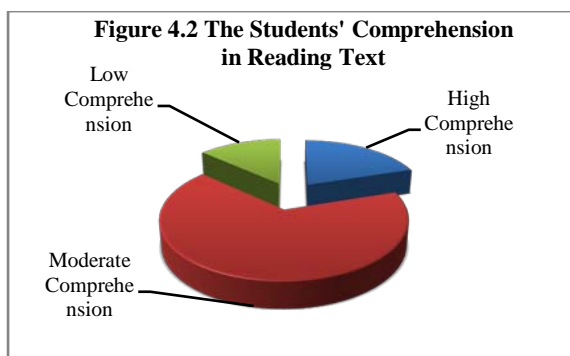
Discussion

In this section, the researcher discusses about students' implementation of self-regulated learning in reading comprehension, students' reading comprehension, and lecturers' strategies to motivate students' self-regulated learning.

The purpose of this section is to identify students' implementation of SRL in reading comprehension. Based on the result of the questionnaire and interview, the third year student of English Department Bung Hatta University had moderate-level implementation of self-regulated learning. As previously discussed, self-regulated learning strategy is an active, constructive process whereby learner sets goals for their learning and then attempt to monitor, regulate and control their cognition, motivation and behavior, guided and constrained by their goals and context features in the environment. This is supported byFriend and Bursuck (2012: 56) defined learning strategy as principles, procedures, or rules for solving problems and independently completing tasks. The result was

confirmed by result of students test reading comprehension (see Appendix 14). The students also have moderate comprehension in reading.

The result of reading test has shown that student's self-regulated learning is very important for students' success in academic. It is supported by Nash-Ditzel in Maftoon and Tasnimi (2014:2) found that teaching techniques based on self-regulation and reading strategies can significantly promote reading abilities in college students. Even college students must be able to comprehend reading text in any lavel. In Erman (2013: 4) Davis divides reading comprehension level into literal, interpretive, critical and creative level. Then Maftoon and Tasnimi's (2014: 852) also conclude that in their finding the application of self-regulated learning in reading enhance English Foreign Language learners' reading comprehension.Then Zumbrunn, Tadlock, and Roberts also (2014: 4) state that this strategy is recognized as an important predictor of students' academic motivation and achievement. Then how is the stratgey of teacher to teach the skill is also important to support them. According to Karo in Kusmaryati (2008:6), teaching is the activity to transfer the material from someone to another, in order that students

can absorb, master and develop the material.

Based on the data analysis, the researcher can conclude that the students were still unsuccessful and they could not enhance their reading comprehension.

According to Schunk (2005: 85) Self-regulated learning, or self-regulation, is ―an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment. This strategy is significantly related with reading comprehension achievement success. If they implement this strategy, it will be possible for them to comprehend much better. The researcher used Printrichs' model of self-regulated learning in Schunk (2005: 85) which he is a leading figure in the field of the strategy. Many of researcher used his model of self-regulated learning (Fadlelmula & Ozgeldi: 2010, Wolters: 2010, Mousoulides & Philippou:2005, Mattern: 2005, Nicola & Macfarlane-Dick: 2006, Cheng: 2011, turan & demirel: 2010, Marchis & Balogh: 2010, Artino, Jr & Stephens: 2007, Al Khatib: 2007). Pintrichs' theory about this strategy is categorized into 4 phases. They are planning, monitoring, control and refelction. Each phase is devided into 3

areas of self-regulated learning (cognitive, motivational and behavioral). The phases and areas for self-regulated learning are regulation of cognition, regulation of motivation and affect, regulation of behavior and regulation of context. Even according the keys of self-regulated learning strategy are cognitive and motivational variables in reading achievement (Schunk & Zimmerman, 2007: 7).

Reading comprehension is the act of inference from written text based on complex process of the various source of information related to each other. When students are reading any kind of text, they will employ their previous knowledge as they approach the process of comprehension. Alyousef (2005: 144) states that reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or reading fluency). Sahin (2013: 57) also said that reading comprehension depends on reader's experience and knowledge about the language, sentence structure and repetition of reading text, difficulty and length of the reading text. This statement is also supproted by Paris and Hamiltons' opinion (2005:38), there are 3 components of processes in reading comprehension: word-level, sentence-level and text-level that can influence readers' comprehension. They are related each others.

According to TOEFL Educational Testing Service (2012: 5), there are some kinds of questions in reading comprehension. The researcher just used identifying main idea and supproting detail in the reading test. So, based on the result of the research in general, the students' ability to comprehend of main ideas and supproting details in reading text was moderate. There were 20 students (66.67%) of 30 students who had moderate ability. It means that the students were still difficult to comprehend reading text. Then they did not use appropriate reading strategy. It is related to Namaras' idea (2012: 6). She states that reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual condition, with the goal of improving some aspects of comprehension. Then Conderman, Greg and partners (2013:4) state that strategies are also efficient ways to learn and remember a task or skill It has big impact to students' success reading comprehension Reading strategies are important for students who consider them to be skilled readers.

In conclusion, students needed to enhance their self-regulated learning, so that they can have better in comprehending a reading text. It is because self-regulated had big effect in reading comprehension success.

CONCLUSION AND SUGGESTIONS
Conclusion

For some students, reading is a difficult activity. They are difficult to achieve success in reading comprehension. According to Shiela (2012: 151) there are two sources of difficulty in reading comprehension for EFL learner. The students are lack of content knowledge and unknown words to be problematic. It can be also caused of the unsuitable reading strategy. Self-regulated learning strategy is one of the important that can enhance students reading comprehension achievement.

Self-regulated learning is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation and behavior, guided and constrained by their goals and the contextual features in the environment. Based on result some study about SRL, this learning strategy can significantly promote reading abilities in college students. There are three important aspects here. They are cognitive, motivation, and behavior. So, researcher was interested to study how was students' self-regulated learning to their reading comprehension achievement. Therefore the objectives of this study are: to identify students' implementation o SRL, to

identify students' comprehension in reading and to identify lecturers' way to motivate students' SRL.

The researcher used descriptive research design. It described the implementation of students' self-regulated learning to their reading comprehension achievement in Bung Hatta University. There are some findings studies of this research:

1. Students' implementation of self-regulated learning strategy toward their reading comprehension achievement was moderate. Almost all of the students had moderate-level implementation o self-regulated learning.

2. The students' reading comprehension in of main ideas and supporting details was moderate. It confirmed the result from students' implementation of SRL. It proved that this strategy have big role in reading comprehension achievement.

Suggestions

Dealing with conclusions, researcher suggested some suggestions for future action:

1. For students, since the students' comprehension in reading text or paragraph was moderate, they need to use appropriate reading strategy.

So, they can comprehend the text reading better.

2. For lecturer, since the students had moderate level in reading comprehension, the lecturer should to lead them to use appropriate reading strategy to make them much better in reading comprehension. Then the students also had moderate-level implementation of self-regulated learning, lecturer need to lead and motivate them become self-reguated learner. It is because self-regulated learning is important in academic success especially in reading comprehension

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