

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical framework

1. Reading Comprehension As The Goal of Reading Activity

When a reader is doing reading activity, it is not simply decoding. It is finding the meaning in the written text. The understanding of a reader is called by reading comprehension. Reading comprehension is the core of reading process. Oruc and Arslan (2016, p.8) stated that reading comprehension is described as the process of constructing a meaning in mind by depending on reading text. The achievement of reading is in the readers' understanding about a text they read. Hence, The purpose of reading activity is a comprehension of a text.

Rathvon in Oakley (2011, p.279) claimed that reading comprehension is the ability to derive meaning from text and it is the ultimate goal of reading activity. Beside, Baier (2005, p.1) suggested that reading comprehension is a skill that critical in the educational success of all individuals. He added, without any adequate reading comprehension, a learner will struggle in many areas. Reading comprehension is needed for all areas in the school such as science, math, and social. In short, we can conclude that reading comprehension is a product of reading activity while reading activity is the process.

A learner who can comprehend a text well, it will make them easier in many subjects. In the word of Hegarty (2007), Reading competence and thinking competence go hand in hand. Skillful readers are better at solving problems and making decisions. They finish their work faster and make fewer mistakes. They can detect clues in written information that help them stay focused on the main idea and read between the lines.

In order to be able to comprehend a text well enough, Chesla (2001, p.1-23) claimed that a learner should build some basic foundations. They are becoming an active reader, finding the main idea, defining vocabulary in context, and distinguishing between fact and opinion. It is essential for a learner to apply those basics things. But those things are also not easy for a student especially for an EFL student like in Indonesia. In fact, there are many students who still struggle in reading English. It happens because of some factors. For a few students, reading failure can be attributed to neurological or cognitive difficulties or disabilities caused at or before birth, by trauma, or from unknown causes. But most of reading difficulties happened because of student's lack of vocabulary and their low level of motivation to make reading as their habit. There are many times when a learner can read or at least can spell the letter into a word but they don't understand the meaning, it called fake reading, Tovani (2000, p.4-6).

Those problems that have been mentioned above cannot be solved by a teacher alone. Harmer (1998, p.336) argued that no matter how good the teacher, the success of a student is depending on the student himself. In another

word, a student needs to become and active and motivated. In this case he should be an active reader. That is the reason of why being self regulated learner is very much important.

2. Self Regulated Learning

The theory of self regulation has been attracted many researchers since 1980s. Researcher had started to realize that independent learning is what makes student accomplish their target. The first researcher who promoted self regulation theory is Zimmerman in 1990. He claimed that students of self regulation are those who know when they possess a skill and when they do not. He added that they get through the learning process with confidence, diligence, and resourcefulness. Brown (as cited in Pichardo, 2018, p. 2) argued that self regulation is the ability of students to be responsible of their own learning in context of being flexible based on the learning outcome. He insisted on the change conducted by a learner when there is a discrepancy between learning process and learning goal. There are seven scales of self regulation that is formulated by brown.

1. Informational input, which refers to the ability of a student to find information;
2. Self evaluation, in which students filter the information based on their goal;
3. Instigation to change, wherein the person perceives whether or not there are discrepancies between their current state and their desired state;
4. Search for alternatives, where the students look for options;

5. Planning for change, referring to the strategies or actions for carrying out the process of change;
6. Implementation of strategies for change; and
7. Goal attainment evaluation plan.

The instrument, in its English version, has mainly been used with university students. Buzpolat (2015, p.302) suggested one of the most important targets of education in the developing and changing world is to raise individuals to think, explore, question, produce, decide by themselves, undertake the responsibility of learning, control their learning processes, take part actively in such processes, and have self-confidence in their capabilities and correctly use these capabilities, instead of individuals raised with traditional education involving mechanical learning. Still in buzlopat, as reading is an important skill in educational contexts, a clear understanding of the relationship between self-regulated learning and reading comprehension may help teachers and students develop a better appreciation of the importance of self-regulated learning in teaching and learning.

Pintrich in zarei (2016, p. 30) stated that self-regulated learning is "an active and constructive process whereby students set goals for their learning, and then try to monitor, regulate, and control their cognition, motivation, and behavior guided and constrained by their goals, and the contextual features in the environment" . Boekaerts (1996, p.556) presented a six-component model of self-regulated learning in which the first three components are under the cognitive system and the other three components are related to the motivational

system: Component 1: domain specific knowledge and skills. Domain-specific knowledge entails conceptual and procedural knowledge. It has a strong association with information-processing components in a specific subject-matter domain. Component 2: cognitive strategies. Cognitive strategies refer to cognitive actions and behaviors used by students to complete an academic task, such as elaboration, decoding, rehearsal, structuring, questioning, summarization, etc..Component 3: cognitive self-regulatory strategies. Cognitive self regulatory strategies refer to the cognitive processes and behavior employed by students to regulate their actions in order to achieve their goals. These strategies include three complex skills including: (a) Mental representation of learning goals, (b) Design of action plans, and (c) Monitoring progress and evaluating goal achievement. Component 4: motivational beliefs and theory of mind. Learning is a process of interaction of beliefs, attitudes and values with specific learning situations. Motivational beliefs include four subcategories: (a) beliefs, attitudes and values related to tasks within the domain, (b) strategy beliefs, (c) capacity beliefs, and (d) goal orientation. Component 5: motivation strategies. Motivation strategies are students' mindfulness and willingness to complete a task and to achieve a learning goal. Component 6: motivational regulatory strategies. These strategies refer to the students' willingness to use their personal resources and their capacity to execute their intentions.

Bramuci (2013, p. 5-7) suggested the first key element which appears in all theoretical perspectives is that students are self regulating to the extent that take an active part in their own learning processes not only in cognitive and meta

cognitive terms but also in motivational and behavioural terms. In explaining what becoming a self-regulated learner means not only on the cognitive and meta cognitive levels but also in motivational and behavioural terms, research in the various theoretical perspectives has focused substantially on five basic issues:

- 1) What motivates students to self-regulate during learning?
- 2) What procedures do students use to become self-responsive or aware?
- 3) What are the key processes or responses which self-regulated students perform in order to achieve their academic objectives?
- 4) How do the social and physical environments influence students' self-regulated learning?
- 5) How can students acquire self-regulatory abilities during learning?

Moving forward to the processes of self regulation learning, Zimmerman in maftoon and tasmini 2014 defined self-regulation as the degree to which students are “meta cognitively, motivationally, and behaviorally active participants in their own learning process” (p.847) . Zimmerman added that this definition implies reciprocal relationship among three processes of personal, behavioral, and environmental. Therefore, developing strategies to control person, behavior, and environment help students to be self-regulated in learning.

(1) Personal influences: There are four personal influences: students' knowledge, meta cognitive processes, goals, and affect.(2) Behavioral influences: According to Zimmerman (1989), there are three classes of student behavioral responses which are of relevance to the analysis of self-regulated learning: self-observation, self-judgment, and self-reaction. Each of these

classes is influenced by personal processes, as well as environmental processes.

(3) Environmental influences: Zimmerman mentioned some environmental influences which are assumed to be reciprocally interactive with personal and behavioral influences

3. Self Regulation and Academic Performance

Zimmerman (1990, p.7-9) stated that every student is responsive in some degree to their own learning. However, students with specific initiative, intrinsic motivation, and personal responsibility achieve a particular academic success. Popa Daniela (2014, p.2253) said competence of self- regulated learning has a strong impact on the level of school performance achieved by pupils. Therefore we believe to be one of the most important transferable skills that schools should focus in. Firstly, because it enhances the motivational level and allows the student to be accountable for their own learning. Secondly, because it determines indirectly changing patterns of poor behavior and positively influence the level of achieved performance

Alotaibi and colleague (2017, p.34) did further investigation of the relationship between SRL and academic achievement, the results of the study clearly indicated that SRL was significantly and positively correlated with students' English language and mathematics performance. Pintrich and DeGroot (1990), they have the ability to plan, monitor and adjust their learning, and manage their class academic tasks efficiently and effectively with persistently high task performance, dismissing any distractions. They added these characteristics in turn enable students to achieve high academic performance. A

close examination of relationships between SRL constructs and academic achievement indicated that goal setting and planning had a high correlation coefficient with English language and mathematics. Mutua (2010, p.114-116), she stated that self-regulated learning had a positive and significant relationship with students' academic achievement. Moreover, among the seven strategies of self-regulated learning, that is; organizing, goal setting, seeking assistance, learning responsibility, memory strategy, environmental structuring and self-evaluation, there are three strategies predicted academic achievement positively and significantly, these were; memory strategy, environmental structuring and organizing.

In her recent study, Aka and Offifah (2010, p.32) made recommendation considering the application of self regulation.

- The educational planner should utilize the results of this experimental study to fashion out appropriate teaching methods for teachers in our educational system.
- Physics teachers should be encouraged and supported to develop their students' selfregulation learning skills so as to empower them to analyze, interpret, predict information and regulate their learning.
- In-service training, seminars and workshops which will expose secondary school science teachers to such innovations should be organized regularly

4. Self Regulation and Reading Comprehension

Oruc and arslan (2016, p.8) suggested that self-regulated learning is necessary to develop reading comprehension, because poor readers confront difficulties in choosing and using different strategies. The strategies of self regulation need to be taught to these students. They added that students in of non self regulation outperformed by students of self regulation in reading comprehension test. In reading a text based on self-regulated learning, the students selected and used effective learning strategies. Another theory is from Dascalu in 2014. He claimed that Research on reading comprehension has shown that expert readers are strategic readers. They monitor their reading, being able to know at every moment their level of understanding. Moreover, when faced with a difficulty, learners can call upon regulation procedures, also called reading strategies (p.16-20)

Swalander (et. al., 2014 p.223) investigated the effect of self-regulated learning on reading ability. The results showed that family-based prerequisites, academic self-concept, and reading attitude significantly influenced reading ability. Academic self-concept showed a direct and strong influence on goal-oriented strategies and on reading ability in the eighth grade Swedish students. Zarei (2016, p.29-42) study attempted to investigate the relationship between self regulated learning strategies and reading comprehension. In this study, self regulated learning strategies included six components of planning, self monitoring, evaluation, reflection, effort, and self-efficacy Therefore, instructions in self-regulated learning help learners become independent and responsible in

their own learning. To sum up, it can be concluded that teachers and materials developers need to take care to provide learners with a sort of instruction which helps and encourages them to become self-regulated in their reading process, and, as a result, their comprehension will be improved. In the word of Fadlemula and ozgeldi (2010, p. 112), actually, reading a text is a routine activity in academic life,

Another study conducted by Pratontep and Chinvonno (2008) aimed to investigate learners' self-regulated learning strategies in an Extensive Reading program. Findings revealed that there were significant differences between learners' reading mean scores after 10 weeks of training in self-regulated strategies. On the contrary, Zarei and hatami 2012Based on the findings of the their study, it may be concluded that there is no significant relationship between self-regulated components and vocabulary knowledge, but the relationships between the same components and reading comprehension knowledge of Iranian EFL learners were mixed (p. 1939-1944).

He added that self regulation may have implications for teachers, learners, and materials developers. A clear understanding of the nature of the relationships between vocabulary and reading comprehension on the one hand, and the components of self-regulated learning, on the other may change teachers' and students' views toward the importance of teaching and learning self-regulation skills and their use in every domain of daily life. Teachers must provide learners with the domain, instrumental support and strategy knowledge they need to operate independently. Students can benefit from learning self-regulated skills by

incorporating them into their learning processes, which may help them, become independent and responsible in their own learning.

B. The Relevant Research

To avoid same title used in this research, the writer shows the research which is relevant to this research. According to Syafi'I (2007, p122), relevant research is required to observe some previous researchers conducted by other researcher in which they are relevant to our research itself. The writer has to analyze what the point that is focused on, inform the design, findings and conclusions of previous researchers. It aims are avoiding plagiarism toward design and findings of previous researchers. Here are some relevant researches.

The first is Parvis Maftoon and Mashaad Tasnimi in 2014. The researchh entitled "using self regulation to enhance efl students reading comprehension. This study was an attempt to investigate the effect of self-regulation on EFL learners' reading comprehension. To fulfill the purpose of this study, 149 Iranian EFL language learners studying at Islamic Azad Universities of Qazvin and Tehran (North, and Science and Research branches) were selected from a total number of 200 based on their performance on TOEFL PBT test and randomly put into two experimental and control groups. The experimental group received direct teaching along with task-based instruction on self-regulation in reading in ten sessions. The tasks/activities were designed based on self-regulation strategies proposed by Zimmerman (1989). The results showed the rejection of the null hypothesis, thus concluding that self-regulation has a

significant effect on reading comprehension of Iranian EFL learners. This investigation has some implications for language programs for ESP/EAP purposes in Iran

The second is a research by Sanaz Nejadhassan & Ali ArabMofrad in 2016. An attempt was made in the present research to review the relationship between self-regulation as one of the motivational variables and reading comprehension. Moreover, the present paper is organized in the way that some of the significant notions of self-regulation and cyclical phases, and some models of self-regulated learning Pintrich's model and characteristics of self-regulated learners will be explained. Then, the notion of reading comprehension and different purposes of reading will be defined. Finally, some empirical studies on the relationship between self-regulation and reading comprehension will be elaborated.

The third research is conducted by Ayşe Oruç and Ali Arslan in 2016. This research entitled "The impact of self-regulated learning on reading comprehension and attitude towards Turkish. The purpose of this study was to examine the impact of self-regulated learning on students' reading comprehension and attitude towards Turkish course and metacognitive thinking skills. For this purpose, the study was carried out with the 5th graders in Zonguldak Province. In this study, one of the classes was designated as the experimental group and the other class as the control group. While self-regulated learning was applied to the experimental group, a traditional method was applied to the control group. The study lasted for 8 weeks totally. In the

study, non-equivalent control group's pretest-posttest design was used. The data were obtained with the help of a reading comprehension test, an attitude scale, a metacognitive thinking skills scale and an interview. At the end of the study, depending on the quantitative data, it was found that self-regulated learning significantly increased the reading comprehension and metacognitive thinking skills of the students in the experimental group. By depending on the qualitative data, it was found that students in the experimental group used self-regulated learning skills while studying.

C. The Operational Concept

Syafi'I in 2017 stated that operational concepts are derived from related theoretical concepts on all of the variables that should be operated empirically and practically.

This research consists of two variables, they are X variable and Y variable. Variable X is as independent variable (students' self regulation) and variable Y is as dependent variable (students' reading comprehension).

The indicators of variable X (students' self regulation) based on Brown (1999) are as follows :

1. Students of self regulation can find information in their environment.
2. Students of self regulation evaluate the information through comparing with their rule, goal and expectation.

3. Students of self regulation do a change when there is a discrepancy between their current state and their desired state and look for alternatives.
4. Students of self regulation plan the change
5. Students of self regulation implement the strategy to change
6. Students of self regulation again make the evaluation whether the goal is achieved or not yet

Base on Nuttal (as cited in Winanti, 2016), the indicators of variable Y (students' reading comprehension) are as follows

1. Students are able to determine the main idea and supporting details.
2. Students are able to determine the structure of a text.
3. Students are able to make inference in the text.
4. Students student are able to identify the reference
5. Students are able to understand the vocabulary.

A. The Assumption and Hypothesis

1. Assumption

Based on the theories and explanation above, the writer has assumption that the better the use of self regulation (Variable X) the better the students' Reading comprehension (Variable Y).

2. Hypothesis

Based on the assumptions above, hypothesis of this research can be forwarded as follows:

H_0 : There is no positive and significant correlation between the students' self regulation and students' reading comprehension at SMA N 1 Kampar

H_a : There is positive and significant correlation between the students' self regulation and students' reading comprehension at SMA N 1 Kampar