

## **Self-Regulated Learning in Reading of Eleventh Graders in SMA Negeri 1 Manyar Gresik**

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### **Abstrak**

Penelitian ini dilakukan untuk menyelidiki bagaimana siswa menerapkan strategi mereka dalam pembelajaran self-regulated mereka terhadap *reading* mereka. Penelitian ini termasuk penelitian kualitatif karena ini berfokus pada laporan pengalaman atau data yang tidak dapat diungkapkan secara memadai didalam angka. Dalam penelitian kualitatif, peneliti mendeskripsikan individu atau setting, kemudian menganalisa data, membuat interpretasi, kemudian menarik kesimpulan tentang hasilnya. Keenam peserta dipilih dalam penelitian ini, mereka diminta untuk menulis jurnal pembelajaran (*learning journal*) untuk mendapatkan pengalaman tentang pembelajaran mereka didalam *reading*. Kemudian, setelah memenuhi jurnal pembelajaran (*learning journal*), mereka diminta untuk menjawab beberapa pertanyaan didalam wawancara untuk mendapatkan informasi secara mendalam. Hasilnya menunjukkan bahwa semua peserta menerapkan berbagai strategi dalam SRL (*self-regulated learning*) di *reading*. Para peserta menetapkan tujuan pembelajaran mereka dan memutuskan untuk memilih strategi yang sesuai untuk mencapai tujuan pembelajaran mereka. Strategi-strategi yang mereka gunakan saat mereka belajar, yaitu, strategi langsung dan tidak langsung yang termasuk ke dalam memori, kognitif, kompensasi, metakognitif, afektif dan strategi sosial. Selain itu, para peserta selalu membuat kemajuan yang tepat menuju strategi mereka yang mereka pilih dalam *reading* karena mereka dapat menyesuaikan strategi mereka menjadi yang lebih baik dan terus menggunakan strategi tersebut. Namun, jika para peserta tidak membuat kemajuan yang sesuai ke arah strategi mereka, mereka akan meninggalkannya dan mencoba untuk menemukan strategi yang tepat yang tepat untuk mereka dan juga menentukan masalahnya.

**Kata Kunci:** Reading, self-regulated, learning strategy

### **Abstract**

This study was conducted to investigate how do students applied their strategies in their self-regulated learning toward their reading. This research belongs qualitative research since this focuses on reports of experience or on data which cannot be adequately expressed in number. In qualitative research, the researcher described an individual or setting, then analyzed the data, made interpretation, then drew the conclusion about the result. The six participants were chosen in this study, they were asked to write learning journal in order to get experience about their learning in reading. Then, after fulfilling learning journal, they were asked several questions in the interviews to get information in depth. The result shows that all of participants applied various strategies in their SRL (*self-regulated learning*) toward their reading. The participants set their learning goals and decide to select suitable strategies to achieve their learning goals. Those strategies that they used while they are studying, namely, direct and indirect strategies which belong to memory, cognitive, compensation, metacognitive, affective and social strategy. Furthermore, the participants always making appropriate progress toward their strategies that they choose in reading because they can adjust their strategies into the better one and continue using those strategies. However, if the participants do not make appropriate progress toward their strategies they would leave it and try to find right strategies that suitable for them and they also determine the problem lies.

**Keywords:** Reading, self-regulated, learning strategy

## INTRODUCTION

Reading is one of the important skills among three other English skills; listening, speaking, and writing. Reading plays significance role in learning language development. If the learners wanted to learn English successfully, they should consider to make their environment using English as much as possible. For instance, reading a lot of English References, novel, short story and etc. It can help them to gain more English words. Reading is a complex cognitive process in which the reader interprets the symbol, alphabet, or number from the text or something to identify the meaning. Sometimes people read because they want to find specific information about specific topics or subject. In general, reading is a silent activity or individual activity that done by the readers (Abbott, Greenwood, McKeating, & Wingard, 1981).

Every Reading activity has its own purpose. There are two kinds of reading activity; reading for pleasure and reading for academic purpose. Reading for pleasure means that the readers read anything based on their free will to fulfill their satisfaction and enjoyment (Clark & Rumbold, 2006). For example, people read novel, newspaper, magazines to find knowledge that can make them happy or any information that they need. While. Reading for academic purpose is any kind of reading activity that is used to synthesize and evaluate information in academic field, the content always deal with the concept and any ideas that have relation with the subject that the readers studied in school or college (Grabe & Stoller, 2001)

However, to achieve those purposes, the readers should have ability to comprehend the text. Comprehend the text itself means, the ability to understand the whole meaning of the text that they read. It includes the interpretation of written language and also the reader's interaction towards the text. But, nowadays many English Foreign Learner still have difficulties in comprehending the text. There are two factors that might influence the learners reading comprehension. Their lack of vocabularies can become one of factor. The size of learner's English vocabularies has correlation with their ability to understand the text. If they have enough English vocabularies in their head, the more chance that they can have better performance to comprehend the text. Then, if they do not have enough English vocabularies knowledge, they will have difficulties to understand the text (Sanford, 2015). Second, their motivation or interest in learning English language. This factor can also affect the learner's reading comprehension. If the learners have big attention in learning English language they will find a way to solve their weaknesses.

Sometimes the materials in reading that the learners get from school is not enough. They should practice more as much as they can inside or outside of the school. Even though, they have teacher who always teaches them in the class and deliver the lesson nicely. They still need learn English regularly, by doing so, it is believed that they can direct their own learning process

and becoming a successful independent learner. Then, they can more familiar with some skills, strategies, and achieve their goals. Learners who have many learning strategies and also knowledge will not continue to use all of those strategies or knowledge except that all of those lead them to achieve their goals, accurate strategic process and outcome self-monitoring and also a good self-efficacy (B. J. Zimmerman, Bonner, & Kovach, 1996)

Learners who study by themselves and try to overcome their problems in learning are called as an independent learner. In order to become this, they should also become self-regulated. Self-regulated learners are learners who have their own way to accomplish their purpose in learning something, and it is done regularly. Valle et al. (2008) stated that self-regulated learners are learners who able to establish their own learning objectives, regulate and control their cognitive motivation and behavior in order to achieve their own goals. They used their own learning strategies and try to find the most effective and suitable way for them.

Furthermore, the definition of self-regulated learning is an active process that would be done by the students to understand and control their learning environment. It consists goal setting, planning, self-motivation, attention control, flexible use of learning strategies, self-monitoring, help seeking, self-evaluation (Zumbrunn, Tadlock, & Roberts, 2011). In this strategy, the students enable to control their own cognitive ability, motivation, also their behavior in learning. It makes them to create a new habit that can achieve their purpose in learning. They can also manage and understand their self actively.

According Firmansyah (2017) findings on his study, both high and low achievers students used self-regulation in English. However, based on his results, it can be concluded that high achiever's students were highly regulated, rather than low achiever's students were least regulated. Therefore, the researcher did preliminary observation to choose the participants. The researcher asked to the teacher in order to get the students' reading scores in the previous exam. Then the researcher chose only chose six students of eleventh grade who have good scores in reading as the participants in this study. The subject samples were based on the teacher recommendation. The researcher conducted this research in SMA Negeri 1 Manyar Gresik, due to this school already applied Kurikulum 2013 which the researcher sure that students used self-regulated in their learning. Most of their learning process in Kurrikulum 2013 mostly students center which eventually they prepare the English materials before they discussed in the school. In this study the researcher focused on one among eight components of self-regulated learning which is the students flexible use of strategies. The researcher aims to investigate how do students apply their strategies in their self-regulated learning toward their reading

**RESEARCH METHODOLOGY**

This research aims to investigate how students apply their strategies in their self-regulated learning toward their reading. This research belongs qualitative research since this focuses on reports of experience or on data which cannot be adequately expressed numerically (Hancock, Ockleford, & Windridge, 1998). In qualitative research, the researcher described an individual or setting, then analyzed the data, made interpretation, then drew the conclusion about the result. The goal of the qualitative research is understanding something in depth rather than a numerical data analysis (Ary, Jacobs, & Sorensen, 2010). Specifically, this design of this study was basic interpretative study which described a phenomenon or a process of how students apply their strategies in self-regulated learning toward their reading.

The researcher conducted the study at SMA Negeri 1 Manyar, Gresik. This school was typically standardized of senior high school. This school chosen because this school already used Kurikulum 2013, which the researcher sure the students already applied self-regulated learning to become independent learner. The researcher did preliminary observation in eleventh grade students on language class before choosing the participants. The researcher asked recommendation to the student’s English teacher due to got students reading score in the previous exam. Then, the researcher chose six participants as samples who have good reading scores in the class and also as represents independent learners.

The researcher collected the data through learning journal which taken from the participants. Ary et al. (2010) stated that learning journal is include as written document which used to gain an understanding. It contains their records of experiences, thoughts, feelings and reflections. Then the researcher also used interview as the instrument to get information in-depth. Moreover, the information about self-regulated learner strategies used in reading could be obtained completely through interview. This study used semi unstructured interview because the researcher modified the question based on the subjects answer during the interview. It was depending on the student’s elaboration in answering the question. Recorder was also being part of the instrument that researcher used, then, the researcher gets all of the answers that given by the students without missing any information from them

The researcher conducted the research for one week, first day, all of participants were asked to write learning journal about their learning in reading. Then, the next day the researcher asked participants one by one. Then, the researcher had an interview with the participants. Each day the researcher only asked one student due to limited time that school gave to the researcher. It took 8-15 minutes each student. While interviewing the subject the researcher kept information and also formulated next question because sometimes students answer the question in general. Then the researcher asked another question to make it clear. The researcher also used recording to confirm and support the information that has been written.

In order to arrange and present the data well, there are several stages that the researcher did. Ary et al. (2010) stated there are three stages in qualitative research. Namely, organizing and familiarizing, coding and reducing, interpreting and representing. All of data that the researcher get in this research will analyzed using the stages above.

**RESULT AND DISCUSSION**

**Result**

The chosen participants were asked to write learning journal, there were three key questions in this learning journal; first, the participant was asked whether they set goal or not before they start to read, second, is there any difficulties when they start to read, and how they overcome their difficulties or what kind of strategies that they applied when they learn independently. Then, the participants mentioned their goal clearly, state all of their difficulties in reading. In the last, they wrote what kind of strategy that they used when they have difficulties in order to reach their goal in their learning.

In addition, the researcher elaborates participant’s learning journal into the interviews. There are six main questions and several follow up questions in the interview; all of questions were about strategies that the participant used in their self-regulated learning toward their reading. Those strategies that stated by each participant from interviews along with learning journal are categorized based on Oxford (1990). It was used because this is the most detail taxonomy of learning strategy. It was also suitable and comprehensive to categorize type of strategies from the participants. Here are the strategies that applied by participants in their self-regulated learning toward their reading, the results were gained through participants learning journal and also interview. It concluded in the table below:

Tabel 1. Direct Strategies

	Type of Strategies	Strategy Used	Participants
Direct Strategies	Memory	<ul style="list-style-type: none"> <li>Remembering new vocabularies by grouping into their notes</li> <li>Applying words into spoken/written English</li> <li>Memorizing 5 English vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>A,B</li> <li>D</li> <li>E,F</li> </ul>
	Cognitive	<ul style="list-style-type: none"> <li>Translating difficult vocabularies into dictionary</li> <li>Taking notes of main point each paragraph</li> </ul>	<ul style="list-style-type: none"> <li>A,B,C,D,E F</li> <li>D,E</li> </ul>
	Compensation	<ul style="list-style-type: none"> <li>Guessing words to find the meaning</li> </ul>	<ul style="list-style-type: none"> <li>A,E,F</li> </ul>

Tabel 2. Indirect Strategies

	Type of Strategies	Strategy Used	Participants
Indirect Strategies	Metacognitive	<ul style="list-style-type: none"> <li>• Using skimming to read the text</li> <li>• Re-read the text</li> <li>• Using scanning</li> </ul>	<ul style="list-style-type: none"> <li>• A</li> <li>• C</li> <li>• F</li> </ul>
	Affective	<ul style="list-style-type: none"> <li>• Set environment as quiete as possible</li> </ul>	<ul style="list-style-type: none"> <li>• B,C</li> </ul>
	Social	<ul style="list-style-type: none"> <li>• Sharing and discussing with friends</li> <li>• Asking teacher</li> </ul>	<ul style="list-style-type: none"> <li>• B,C,D,F</li> <li>• F</li> </ul>

The participants were used variant strategies toward their reading process either inside or outside of classroom to solve their problems that they were facing in it. From six participants, the researcher finds out that all of them have different strategies toward their difficulties in reading, but some were the same.

Participant A, in learning journal. She mentioned that before she started to read, she always set goal “Yes I found the purpose in achieving reading process, I have tried to understand the text” She obviously said in her learning journal, the goal was to understand the whole text that she read. Then to answer question number two, she described that she still had lack of vocabulary. Sometimes she could not understand some foreign vocabulary that she found when she read the text. It affects her understanding toward the sentences of the text. In order to achieve her goal and overcome her difficulties in reading, she mentioned that she would find the vocabulary that she did not know directly from dictionary and even digital dictionary from the internet. However, she prefers to use an offline dictionary rather than digital dictionary from the internet; *google translate*. She likes using offline dictionary which is in the form of book because she would remember the vocabulary that she found from there easily.

While in using interview, participant A described that she used strategy of making some kind of notes to list new vocabularies that she found in the text. It was conducted to make her remember new vocabularies. Participant A stated that she also grouping new vocabularies into several list of numbers. Basically, she would collect several difficult vocabularies that she did not know the meaning into her notes, after that she would like to translate it in her dictionary and found the meaning from English to Bahasa Indonesia. However, if she only finds one difficult word, she would directly check dictionary to find the meaning without associate it into list of vocabularies. Another strategy that she applied to overcome her lack of vocabulary in reading is by guessing or predicting the meaning through its context. She tried to guess and predict the meaning based on the word that she knows or from her prior knowledge. Then she would match it between them. Therefore, she would find the meaning of its vocabulary by integrating it into

her reading. By predicting the meaning from it context it means she used the information that provide in it. For instance, she used titles, and pictures inside of the text. It makes her more clearly to guess the meaning and connect her prior knowledge with the text. She also stated that she would like be more comfortable if she guessed or predicted the meaning of vocabulary from kind of text which have fiction content; *fable, myth, mystery, horror, sci-fi, etc.* Additionally, participant A also applied another reading strategy which is skimming strategy. Participant A stated mostly she would use this strategy in her reading examination. She read as faster as she could to gained main point or general idea about the text. She needs to understand the text quickly. Generally, she only reads all the words or the text that seems to be important, then tries to get the general idea about the text. She also argued that it is used when she is not interested so much in the topic of the text and it can save more time to do the exam or test in reading

Then, participant B, in her learning journal she directly mentioned that she sets goals when she was reading independently. In her learning journal she wrote “Yes, I always set goal and target in reading. Sometimes, I read when I want to know something but I also entertain myself with reading when I get bored and I’m not in the mood with certain situation in my life. Moreover, I read when I want to solve a problem either inside or outside of lesson”. She clearly described that she set two goals in her reading; her goal was to entertain her when she had bad mood and to answer several questions in her comprehension correctly. Then in question in number two, she mentioned several difficulties that she had in learning reading. She wrote that

“I am the type of person whose concentration is easily disorganized or disturbed. Whenever I start to read anything in a crowded place, I will have more difficulty in understanding the text rather in a quiet place. I also have difficulty to understand the terms or sentences that I have never heard before and it can be due to inappropriate grammar or a long-winded meaning”. She stated that she is type of person who could not concentrate easily when the environment surrounds her too crowded, she needs a quiet place when she was reading text or book. Second, she had lack of vocabulary. It makes her hard to understand a certain sentences or paragraph when she found complicated vocabulary that she did not know the meaning in Indonesia. The way how she handled the difficulties were by making her environment quiet as she could. She covered her ears so she could not hear any voice that could distract her while she read or find the place that could make her relax and easy to read the text or book. Then, she tried to summarize what she read based on her own knowledge from it.

According to participant B learning journal, the researcher asked her to explain clearly her difficulties in her reading through interview. She stated that she had problem, when it comes to the environment surrounding. It means she needs to lower her anxiety which is she needs a quiete place whenever she tried to read something whether it is for her study or her

entertainment. She would make her environment quiet and relax. It is the most conducive thing for long effective reading for her. Participant B stated that she was type of person who could not concentrate easily if there were some noise around her. It seems she have trouble to keep her attention focused or get easily distracted. She would overcome it by finding the best place for her to study and get rid all of distraction that could affect her learning in reading. For instance, read in the library. Then researcher also asked to the participant B about her lack of vocabularies in reading, beside she check dictionary to translate the meaning in Bahasa Indonesia. She could know how to pronounce the words correctly by imitating the sounds that she founds on it. She describes that she would practice to use the vocabularies by reading aloud, presenting something or even asking and answering in English conversation. Therefore, she also grouping to collect and associate vocabularies that she found from the text. It makes her enhance her vocabulary size in her reading activity. She took notes to several vocabularies that were needed to note. For example, she noted word *rare*, *additive* and *pale* into her sticky notes, then she tried to find the meaning in Bahasa Indonesia via google translate or even directly open dictionary. In order to solve other difficulty in reading, sometimes participant B discussed with her friends and shared the knowledge that they get. She and her friends shared the knowledge that they get from the text to one and another. It can help her and the one who have struggle in reading activity with necessary support. Participant B ensures that all students would like to feel successful because of the support from the entire group in the class.

Participant C did not state clearly in her learning journal about her goal in reading. She only said that she set her goal but she did not explain more in it. She confused to the researcher instruction toward the learning journal. Her answer in number one was not include as the category of setting learning goal in reading. However, in her second explanations about the difficulties she said that she had problem mastering a new vocabulary, she still had lack of English vocabulary, especially words that she never heard before. She overcome her problem by re-read the sentences twice or more. She would reread the sentences before and after the word that she did not know until she could answer the question from the text. Besides, she also tried to guess the meaning from the sentences before and find the real meaning so she could understand more about the vocabulary that she did not know.

The explanation about the participant C's purpose along with strategies in learning her journal still not gave detail information. Therefore, the researcher gained more information about it through interview. In using interview, the researcher asked once again about the learning goal in reading because in her learning journal she did not gave clear information about it. The researcher explained to her what is learning goal, then she understands about it. Participant C confessed that she sometimes set a goal in her learning. She stated that she set two goals in her learning. First, the goals were actually to answer several questions that provide in the

text and also to gain more knowledge after she read certain text or article.

Then researcher asked about participant C difficulties in her reading. Mostly she stated that she has difficulty in understanding various vocabulary that she never heard before. She overcome the problem by checking directly into the dictionary to translate the meaning, she also asked her friends and discussed about it. However sometimes she not only asked about the words that she did not know but she also had discussion about the task in her reading comprehension. She said by discussing and sharing about the text, it could help her a lot to solving her problem answering several questions that she did not know the answer. Another difficulty from her was about environment around her. It was similar to participant B which tend to focus on her reading if she has comfort and silence atmosphere around her. Participant C describe that she was also type of person who did not like noisy sounds surround her when she started to read or learn something. It could affect her learning if situation surrounding did not cooperative with her. She prefers to choose in quiete situation to lower her anxiety, such as reading in library or her private room which any sounds cannot disturb her. However, not all of students inside of class have same habit like participant B and C, so both of them would like to deal with noise situation inside the classroom by concentrate more to the text that they were reading and also did not paying attention to their friends who bother them.

Next, participant D only explained shortly in her learning journal. She wrote "Sure, I understand the text after I have read it". From her explanation in the learning journal, the goal was to understand the whole text that she read. The difficulties that she found was the meaning of the new vocabulary. It shows that this participant still had lack of English vocabulary. So, she would plan to overcome this problem by re-read the text and also translated the new word that she did not know through *google translate*. While, she translated online she also studied how to pronounce those word with correct sound and intonation.

Other strategies were applied by participant D, in the interview she describes briefly that that after she tried to find translation some vocabularies in the reading text she used the new words into spoken conversation and also written English. She stated by applying all of those new words she could remember easily the meaning in Indonesia, she would know how or when to use English words whether in spoken or written. Besides, she always made list of vocabularies that she found to her notes because she could see it whenever she needed without opened her dictionary again. Then she also taking notes the information or specific detail that she found from the text or article. She only made such as main point from each paragraph to help her answer several question in reading comprehension. She sometimes also underlined some detail or specific information from the text; what she needs to answer from the text. Furthermore, she also mentioned that she liked to discuss and share the knowledge toward what she read with other friends. It was like other participants B, C and F who applied this

strategy to solve their problem in their comprehension. Participant D argued that students enjoy materials more when they have discussion about the text that they read. However, if the participants still found difficulties in her reading she would asked to their teacher and discussed it together to find the answer or overcome the problems. All of the strategies were applied in order to achieve her learning goal.

Participant E wrote in her learning journal “Yes, in reading process there is a target that I want to achieve. It is to understand the whole bunch of text, so I can answer all of the answers given from the text”. She described that she set a goal to understand the whole text. The participant also stated that her goal was to answer several questions in the text that given. Inferring to the problem, the participant had lack of English vocabulary, especially when it comes up with the synonym of the new words. The participant solved her difficulties by guessing the synonym toward the context or even found the words in dictionary. She also stated that she would like to read more text in English. It shows that she could add new vocabulary in her list.

Furthermore, participant E explain more about her learning purposes and strategies in the interview. Beside she wanted to understand the whole bunch of text that she read, she has purpose to get a better score in reading. In order to achieve her goals, she applied several strategies in reading. She stated in her learning journal that she would predict the difficult vocabulary from the content or topic in the text or article. It was like participant A and F who applied this strategy. In using interview, the researcher finds that participant E also would like be more comfortable making prediction of new vocabulary through kind of text which *non-fiction* rather than *fiction*. For example, she tends to like informational text rather than make-up short story. She comprehended the difficult or unknown vocabularies by placing them in the overall topic of the text. She would predict, guess and even anticipate many things through the context, ideas of the text as she read it. She also describes that it helps her to speed up the process of understanding and comprehending the text. In order to did that she also needs to improve her knowledge about the subject, main idea in every paragraph and etc. Those would enable to help her in the process of prediction.

Other strategies applied were she directly opened and checked dictionary to translate the meaning and how to pronounce the words correctly. She confessed that she learned how to pronounce them by opening google translate and her electronic dictionary (*Alfa link*), she imitated the sounds. She also tried to read the text loudly, by reading aloud she would discover how the words is associated with the spoken words. Sometimes the teacher would guide her how to pronounce the words correctly. Then she also tried to dealt with her lack of vocabularies in her reading by memorizing five English words each day. Therefore, she could use new vocabularies whether to answer the question from the text and use it for written and spoken English. Participant E also took notes of important information that she got in the text. After that, she would answer the question easily

based on her notes from the text. She explained that she highlighted specific information and main ideas from each paragraph to help her comprehending the text.

Then, participant F stated that in her learning journal she determined her goal to answer several questions that given in the text and also to understand the whole text. She mentioned

“Yes, because usually in every reading text there are some questions below, so inevitably I have to achieve my reading goal to understand it and I can answer all of it”. She also described in answering question number two in her learning journal that sometimes she also has lack of vocabulary toward the text and she had difficulties pronouncing the words. She dealt with the problem by opening the dictionary or google translate. She also said that every day she practiced remembering one until five new words a day, so she could improve her vocabulary size in English.

In using interview, participant F stated that in order to achieve her learning goal and overcome her problem in reading she applied several strategies. Her goal was to be able to answer questions that provide in the reading comprehension. She said in her learning journal that she had lack of vocabularies toward her reading. She also describes clearly in the interview about other strategies that she used in reading. First, she would have directly checks her dictionary to translate the meaning of its words that she did not know. It was the same like other participants. However, if it was in the exam, she did not allow using dictionary. She would have tried to guessed the meaning. She would have asked to find synonym or antonym of vocabulary on her reading comprehension. However, sometimes she won't understand several words in a reading passage, she would have tried to figure it out the new words by using context clues. It could be from the words itself, sentences or even ideas that come before and after a word or a phrase. She would underline the words that she did not know the meaning and then tried to match the clues that hint with meaning of new words. She stated that by applied this strategy, it makes her focused on the text, it also constantly makes her thinking forward, revising, and verifying predictions. She also could connect her prior knowledge with the context of the text and makes her understand easily to guess the meaning of new words that they found.

Then, participant F also stated that sometimes she also has discussion session with her friends, they discussed and shared information that they got from the text or article. For instance, she got homework about narrative text. While she did it, she would find several questions that she thinks she could not do it. Thus, it would be discussed with her friends and solved it together. She also confessed that sometimes she also shared and discussed the question that they got in the reading exam after the class was over. However, if she could not have discussed and shared the knowledge with her friend, she would have asked her teacher and tried to solved it together. In additional, fast reading strategy was also applied by participant F. It was almost the same like participant A which applied this strategy in order to

improve their ability in reading. However, Participant F applied scanning toward her reading rather than skimming. She describes that she tried to find specific item directly in her reading and ignore unrelated information, such as she definitely would try to search a date, a time, telephone number or even certain place. Her scanning involves very fast movement of her eyes up and down in a text. She said that after she locates specific items or information which she wants to find in the text, then she skims it for more information. For instance, she directly read the questions that given in the text, then try to find clues that might use to help her locate the answer in the text. If it is about certain date, she would like to read the paragraph that consist of numbers. She also used headings and any other aids that help her to identify which sections might contain information that she looking for.

### **Discussion**

In this part, the researcher would like to present discussion about the use of self-regulated learning toward the participant reading. As stated in the chapter I, this study only focused on student's flexible use of strategies in their self-regulated learning toward their reading. The researcher would answer research question; how do students apply their strategies in self-regulated learning toward their reading. The participants were eleventh grade senior high school students in Gresik. The researcher used learning log and interview to gain the data. They were chosen as a represent of independent learners who have good scores in reading from their class.

Based on B. Zimmerman (1989) student can consider as self-regulated learner if they are metacognitively, motivationally and behaviorally becoming an active participant in his own learning process. It is similar with the statement, the researcher found out that the participants were qualified as self-regulated learner. It showed in their learning log and interview, they described that they always set a goal before they read, try to achieve their goal by applying flexible strategies for them and always make adjustment for the task in the future. It means they have desires and needs to the task in their reading. By defining goals and measuring their achievements, participants can perceive what they have done and also what they are able to do. Seeing their outcomes gives them enough confidence and assurance that they have to believe they can get higher purpose in their learning. It was also caused the participants to repeat their behavior which is using their strategies to solve their problem in reading. Motivation itself also come within two factors; intrinsic and extrinsic factors. Specifically, some participants stated in their interviews, internal factor such as mood can affect lack of motivation to the participant's understanding toward their reading. Participant C relied on her mood at the time she studied. If she has good mood she would easily did the task very well and applied certain strategies effectively to help achieve her goal. However, if she has unpleasant mood, it would affect her learning which she could not did the task very well and even applied learning strategy ineffectively.

While, according to participant D, E and F external factor can also influence their motivation in learning. For example, when they learn with friends who have good English skills, automatically they also become highly motivated to learn English better and tried to master it correctly. Then, metacognitively means students understand the way they learn or it means a process that designed by students by himself. The result also shows that participants completely applied their own strategies into their reading. They also successfully use their strategies and try to regulate their cognition in reading, so they would choose what is the most suitable strategies for them. It is in line with Pintrich (2000) who described self-regulated learning strategy as an active process which the students set goal, attempt to monitor, regulate their cognition, motivation, and behavior.

The result of this research performed that all of the students set different goals in their reading. However, most of their goals were understanding the whole text that they read and also answer correctly specified questions that given in the text itself so they could get great score. In every reading materials on high school level always has comprehension that need to be done by students, therefore those goals were adequate for them. The participants decide what is the most suitable learning strategies that fit to them in their reading. As stated by O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo (1985) learning strategies defines as any steps that used by students that will encourage the language acquisition, storage, retrieval, or even use of information. In language acquisition, students identify with the exercise in which they may engage for the purpose of enhancing target language competence. In addition, successful learners can apply many learning strategies over the assignment and adjust those strategies to encourage their progress toward their goal. The participants itself acquiring their strategies based on the problem they faced in reading. Although it takes times for them to comfortable with their own different learning strategies in their reading. It helps them a lot to become an effective independent learner.

According to Oxford (1990) learning strategies are divided into two, those are direct and indirect strategies. Each of strategy divided into three, in direct strategies there are memory, cognitive, and compensation. While, indirect strategies there are metacognitive, social and affective. All of participants had already used this type of strategies in their self-regulated learning. In order to achieve their goals itself, the participants applied more than one strategies in their reading because they need to improve their skill very well. In comprehending the text, the participants used different strategies, the difference strategies used by them is due to differentiate their attitudes and the way they respond to the information toward the text. Specifically, the learning strategies applied by participant in their self-regulated learning toward their reading are directly checking the dictionary to translate meaning, remembering new vocabularies to grouped the words into their list and memorizing the meaning of its vocabulary each day, guessing the meaning from its clues or context,

then, using skimming and scanning to read the text, trying to re-read the text to gain more understanding towards the text, applying new words that they found into spoken and written in English and also taking notes about detail specific information from the text, the participants would also lowering their anxiety by setting their environment as quiete and peaceful as it could so they could concentrate easily; it is related with the participants inner conscious such as their self-motivation, emotion, and feeling, lastly the participants also would asked and discussed with their friends and teacher to solve whatever problems that they found in their reading such as their comprehension and etc.

Translating the difficult vocabularies into dictionary is the strategy that is applied by all of the participants both outside and inside of the classroom. This activity aims to confirm the meaning of its vocabulary into Bahasa Indonesia. Most of the participants used this strategy to overcome their lack of English vocabularies both in reading activity or comprehension. They argued that by applying this strategy they would remember the words more easily so they could understand and enhanced their vocabulary size, then they could also try to use those words into spoken and written English. The participants need to know more English vocabularies in their mind, it gives them chance to perform better in comprehending the text. From six participants who use this strategy, two of them also practicing the sounds of the words. They are participants B and E, as they say that they will imitating the sounds and also learning how to pronounce the words correctly. In this case. the participants trying to manipulate the language material directly using those strategies to solve their problem in reading. Then participant D and E also chose to taking notes on particular information in each paragraph such as main idea and other clues or anything that could help her to comprehend the text. This include as cognitive strategy because based on L. Rebecca and Oxford (2003) stated that this strategy enable students to control the language material in direct ways. It means whenever the participants found difficulties in their learning materials, the first thing that came up on their mind is they need to overcome the problem in direct ways. Therefore, they will use their cognitive ability to solve it after they analyze the problem. It is supported by O'Malley et al. (1985) which stated that cognitive strategy would include using steps in learning or problem solving that required direct analysis, transformation or synthesis of learning materials. This strategy is called as direct strategy because the participants itself involve the target language which is English language. It shows from how the participants above that they *receive and send messages* by getting the idea quickly then they decided to take notes into specific detail information on each paragraph. Then they also *analyze* the text to find the difficult vocabularies due to translated its word into Bahasa Indonesia and also imitated the sounds to practice how to pronounce its word correctly.

Another direct strategies that applied by participants and F are remembering and memorizing,

they focused on the difficult vocabularies that they found in their reading. They also tried to make a list of vocabularies in their notes. They grouped and associated the vocabularies so they could remember it easier. The grouped itself can be based on the alphabet, similarity, meaning or even the topic and etc. Moreover, participant D also tries to placing the words into a context. For instance, she would use new vocabularies that she found in her spoken and written English activity. This also involved form of elaborating and associating to remember the vocabularies which the new information that received by them is linked with a context. Those strategy were memory strategy because it is included in Language Learning Strategy Taxonomy mentioned by Oxford (1990). It was mentioned that they try to *create mental linkages* by grouping, associating and also placing new words into a new context. In addition, These, strategies help the participants enable to learn and receive the meaning in order. Though the participants sometimes have problem remembering those many new words which have thousands of different meanings. Memory strategy could help them to dealt with this difficulty, especially to comprehend the text in their reading.

Then, the participants also conducted guessing or predicting through its context. Specifically, this strategy includes as compensation strategy based on Language Learning Strategy Taxonomy that mentioned by Oxford (1990) It is stated that guessing intelligently is include as compensation strategy. The participants guessed and predicted the meaning based on clues that provide in the text that they are reading. The information can be in the form of title, picture, context in each paragraph or even linguistic clues. The participants prior knowledge of the target language also helps them to make guesses about what they read. By guessing and predicting the meaning from reading, it could help the participants let go of their habit which they must recognize and understand every single word before they can comprehend the overall meaning of the text. The participant could actually understand the target language through guessing systematically without necessarily comprehending every detail inside of text. They would use this strategy to anticipate many things through the context and idea of text. It also helps them to improve their knowledge about the main idea and subject in every paragraph on the text.

Furthermore, the participants also conducted indirect strategies in their self-regulated learning. Indirect strategies itself mean that the participants use the strategy that support and manage language learning without direct engagement. It supported by O. Rebecca (1990) statement who defines indirect strategy as three group of strategies such as metacognitive, affective and social which are those strategy support and manage language learning without directly involve the target language. The participants applied metacognitive strategy in their self-regulated learning such as such as using skimming, scanning, and re-read the sentences. The researcher found out in participant C's learning journal, whenever she had difficulty in her reading such as understand the text or does not understand about the material, she would decide



to go back re-read the text with the purpose of being able to understand and answer the questions. It means that after participant C decided to re-read the text she would be able to answer the questions and she also would be able to understand the material in it. While due of time limitation on reading examination, the participants would also have applied fast reading strategies; skimming & scanning to solve it. To maximize their learning itself, they only read the important things about the text, use clues such as date, time and certain place, then ignore unimportant information that do not have related with the reading comprehension. Those are sequential process to control participants cognitive activities and to ensure participants goal which are understanding and comprehending a text. It is supported by Livingston (2003) statement that cognitive strategies are used to help the students to achieve their goal while metacognitive strategies are used to ensured that goal has been reached. Those strategies were including in metacognitive because the participants *willing to plan, organize and even monitor* their learning progress, it shows that participants could decide which strategy that they most needed in their learning when they start to read the text. Though metacognitive strategy has one of the same process like self-regulated learning, this can conclude that metacognitive is just one aspect of SRL. In this strategy the participants identify their weakness and strength in learning then effectively use appropriate strategies to overcome their problem. It is proven on Winne, Hadwin, McNamara, and Chu (1998) statement that stated self-regulated learner will metacognitively adapting studying techniques with an eye to future needs

Moreover, the participants conducted other indirect strategy, namely affective strategy. It dealt with the participants feeling, emotion, values, attitude and motivation. When every time the participants start to learn reading they need to lowering their anxiety, encouraging their selves, and taking their emotional temperature. It shows from their habit that stated both on their learning journal and interview, before they start their learning they will set their environment around become relax. Participant B and C tend to focus on their reading if they had comfort and silence atmosphere. It keeps their feeling very comfortable when they are learning something or even reading the passage from an article, text or novel. It could also get rid all of distraction that can affect their learning in reading. Although, they also argued that they still get lots of distractions whenever they learn inside of their classroom, because the room was too crowded with the sounds that could disturb them. They could still manage this difficulty by concentrate more on the text that they read and did not pay attention to everything that could harm their learning. This shows that participants could control their emotions and attitudes about learning. By giving positive emotions and attitudes toward their learning in reading the participants can learn far more effective and also enjoyable. It is in line with Samida (2012) who stated that good language learners can control their attitudes and emotion toward their learning and understand negative feelings in their learning

Lastly, the participants also applied social strategy in their self-regulated learning in their reading. This strategy is about communication between and among people. This strategy includes as *asking questions, cooperating with others, and empathizing with others* (Samida, 2012). The participant F always asked her teacher whenever she has the problem her reading. She asked for both clarification and correction in her reading. For example, she could not solve one of question in their task, she asked to help her understand it and found right answer to the question. It means by asking to her teacher it could help her get closer to the intended meaning and also her understanding towards the text that she read. Other participants also argued that they also always share and discuss the text each other to solve their problem. It means that they cooperating each other. These help the learners who have struggle in reading to get better support from the friends who understand the text better. Automatically by helping each other, the participants get more benefit in their reading because they showed interest and involvement toward the text. The participants felt more successful by applying this strategy in their reading both inside or outside of the classroom because they can have support from the entire class to solve the problem in reading. The participants really like enjoy the materials when they have discussion toward their reading, they can share the knowledge that they get from the text and solve the problems that found together. It is in line with O. Rebecca (1990) who stated that cooperating with others friends can eliminate competition between them and it will bring group spirits. It can also boost their confidence, and rapid their achievement in their reading. Social strategies also help the participants develop their cultural understanding by become aware of feelings of other.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

The purpose of this study was to investigate which self-regulated learning strategies were used by eleventh grade senior high school students in their reading. The findings show that all of participants apply various strategies in their self-regulated learning. In their reading activities based on their self-regulated learning, the participants show that they set their learning goals and decide to select suitable strategies to achieve their learning goals. Those strategies that they used while they are studying, namely, direct and indirect strategies which belong to memory, cognitive, compensation, metacognitive, affective and social strategy. Generally, the participants development toward their reading are mostly got by applying strategies outside of the classroom. They found their difficulties in reading such as their lack of vocabulary, pronoun some words, and comprehend the text, then they overcome it by their self. Though the participants also still need guidance from their teacher.

All of six participants in this study can consider as self-regulated learner because they already set goals in their reading, they also monitor and regulate their

learning. It shows from how they choose their strategies effectively toward their goals in reading. The participants succeed to make adjustment toward their progress in their self-regulated learning, it proven by the score that they have in reading which consider as good score and also their desires and need to the task in their reading. They also making appropriate progress toward their strategies that they choose in reading because they can also adjust their strategies into better one and continue using those strategies. However, if the participants do not make appropriate progress toward their strategies they will leave it and try to find right strategies that suitable for them and they will determine the problem lies. Even they may perhaps need help from their teacher by asking what kind of strategies that suitable for them. Although they need another time to adapt strategies they will working hard to achieve their learning goals in their reading.

### Suggestion

It is important for students to find suitable and best learning strategies for them in their reading in order to achieve their goal and help them in their reading materials. Especially, the strategies for their own learning both inside of outside classroom that they do regularly. Moreover, it is important for them to know several learning strategies that they will use in reading. Although, they do not use all of the reading strategies because it based only on their comfort to use the strategy; the most strategies that fit the most for them. The more suitable strategies that they use in their daily learning the more better understanding that they will have on their learning. It is also necessarily to regulate and monitor their strategies toward their learning in reading, so the students can know what their difficulties in learning. By doing that in their learning, they will know whether they make progress or not in their learning. if it is making progress they can continue using their strategies in reading to achieve their learning goals, while if it is not they may change strategies and find other strategies or adapt their strategies. Thus, it will help them to enhance their reading skills especially their comprehension toward the text.

Furthermore, by providing learning strategies that the students use in their self-regulated learning toward their reading. The researcher hopes that these will help the reader especially the teachers to offer more reading strategies to their various students, because between one student with another may have different characteristics. In addition, teacher need to think seriously what the best way for the students in delivering the materials; the best technique to teach. The teacher also need to think the materials for the students, it should suitable for them. Then for students, these can help them interact better with the materials in their learning and it help them prepare for the future materials in their reading. It also suggested for the students who want to enhance their reading comprehension.

Lastly, based on the findings of this study, the researcher found out that it is possible to conduct further research about self-regulated learning in reading that apply eleventh grade senior high school. Due to

limitations, the researcher only conducts the study about how do students apply learning strategy. For further research, it is best to focus on another variable in self-regulated learning such as the correlation of the student's motivation as well as environment toward their self-regulated learning development strategy or self-evaluation toward their reading.

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