

CHAPTER II

REVIEW OF RELATED LITERATURE

Some concepts that concern in the research are needed to clarified by theories. which are applied to the research concerned in concluding the research. To avoid confusion, the terms must be clarified. To strengthen this study, some related theories will be present in this chapter.

A. **Self-regulation**

1. Self-regulated learning

According to Bandura (1997), self-regulated learning develops from the theory of social cognition. According to the theory of social cognition, humans are the result of interdependent causal structures from personal, behavioral and environmental aspects. These three aspects are determinant aspects of self-regulated learning. Bandura revealed that these three determinant aspects are interrelated cause and effect where a person tries to regulate himself, the result is in the form of performance or behavior and this behavior has an impact on environmental changes and so on.

Self-regulated learning is defined by Zimmerman (2001) as the degree to which participants actively include metacognition, motivation and behavior in the process of learning. According to Baumert (2002), self-regulated learning is also described as a form of individual learning depending on the motivation to learn, independently develops measures of cognition, metacognition and behavior and monitors learning progress.

The combination between abilities and desire are called as self-regulated learning. The student's strategy is to plan, control, and evaluate their cognitive, motivation, behavior and contextual processes. Montalvo reveals that students recognize its possibilities and limitations and as this knowledge functions, controls and processes regulated learning to unify or combine their objective tasks

and the context to maximize performance and enhance skills through practice.

Meanwhile, Walters (2003) says that self-regulated learning is an active and constructive process of students in setting goals for their learning process and trying to monitor, regulate and control their motivational cognition and behavior, which are then all directed and driven by goals and prioritizing the environmental context.

Researchers conclude that self-regulated learning is an active and constructive process of students in setting goals for their learning process by involving motivational and behavioral metacognition in the learning process and trying to monitor and control motivational cognition and behavior which are then all directed and driven by goals and prioritizing environmental context.

2. The Characteristic of Self-regulated Student

Zimmerman revealed that students who manage themselves are students who are active during the learning process seen from the perspective of metacognitive, motivation and behavior. They are gifted and highly accomplished students. However, not all students have good self-regulation. Students who can self-regulate in the learning process and who cannot self-regulate in the learning process have different characteristics. (Corno, 2001; Weinstein, Husman & Dierking, 2000; Winne, 1995; Zimmerman, 1998, 2000, 2001, 2002) revealed the characteristics of students who can organize themselves, among others:

- i. They are aware of how to use cognitive strategies such as repetition, paraphrasing, and the arrangements that they can change, organize, describe, and re-claim information
- ii. Their consciously how to plan, handle and lead intellectual processes to achieve individual (metacognitive) goals.
- iii. They express that a group of motivational beliefs and adaptive feelings such as having high self-efficiency, designate

appropriate learning objectives, increase positive feelings for performing tasks such as pleasure, satisfaction and enthusiasm, and have the ability to control and classify them, and adapt them to task needs in a particular learning context.

- iv. They are able to organize and control time and try to use it in tasks, they know how to build and innovate the context of fun learning, such as serve the comfortable place to learn, facing problems or difficulties with getting guidance by the teachers and other students.
- v. They are putting effort to their academic assignments, school environment and structure with take part in manage and monitor it.
- vi. They are able to choose a scope of strategies, prevent distraction from internal or external to concentrate to do the task while have enough motivation

3. Self-Regulation and Academic Performance

Zimmerman (1990, p.7-9) expressed that each student to some extent, each student is reactive to their learning. However, students with specific initiative, internal motivation, and private liability accomplish success in specific academic. Popa Daniela (2014, p.2253) assumes the ability of self-regulated learning contains a strong impact on the extent of school performance achieved by pupils. Thus she believes to be one of the most important transferable skills that schools ought to focus on. Firstly, as a result of it increases the level of motivational and allow the student to be liable for their learning. Secondly, as a result it establish indirectly modify patterns of misconduct and completely effect the intensity of achieved performance.

Alotaibi and colleague (2017, p.34) conducted further investigations between SRL and academic performance, the result of the research is that SRL is strongly related to students' English

language and math performance. Pintrich and DeGroot (1990), they need the capability to making a plan, observe and regulate their learning, and manage their academic test in class effectively and efficiently with consistently high task attainment, getting rid of distractions from anywhere. They add on these characteristics in turn to turn students into high academic achievement. A close analysis of the correlation between SRL constructs and academic achievement shows that goal setting and design have high correlation coefficients with English and mathematics. Mutua (2010, p.114-116), she explained that self-regulated learning has a positive and significant relationship with academic achievement achieved by students. Additionally, between the seven methods of self-regulated learning, including; organizing, goal setting, seeking for help, learning responsibility, memory strategies, environmental regulation and self-evaluation, there are three methods that predict academic achievement positively and significantly, including; memory strategies, structuring and organizing the environment. In her recent study, Aka and Offifah (2010, p.32) created a recommendation considering the application of self-regulation.

- i. The planner of educational ought to use the outcome of this experimental study to to get out of acceptable teaching strategies for teachers in our education system.
 - ii. Physics teachers ought to be inspired and assist to evolve their students' self-regulation learning skills thus empowering them to analyze, clarify, predict information and organize their learning.
 - iii. In-service training, seminars and workshops which can expose secondary school science teachers to such innovations ought to be organize regularly
4. Scales of Self Regulation

The theory of self-regulation has attracted many researchers since the 1980s. Researchers began to realize that independent learning

makes students reach their goals. The first researcher to express the theory of self-regulation was Zimmerman in 1990. He said that self-regulated students are those who know when they have skills or not. He added that they went through the learning process with confidence, perseverance, and reason.

Brown (as quoted in Pichardo, 2018, p. 2) has the opinion that self-regulation is students ability to be responsible for their learning in the context of being flexible based on learning outcomes. It affirm the changes made by a learner when there is a discrepancy between the learning process and the learning objectives. There are seven self-regulation scales formulated by Brown.

- i. Informational input, which point out to the student ability to discover the information;
- ii. Self evaluation, where students filter the information they can based on their goals;
- iii. Instigation to change, where the person feels whether there is a difference between their current state and their desired state;
- iv. Search for alternatives, where the students search an options;
- v. Planning for change, refers to scheme or actions to conduct the change process;
- vi. Implementation of strategies for change; and
- vii. Goal attainment evaluation plan.

B. The Nature of Reading

1. Definition of Reading

According to Harmer (2007), reading is very important for two main reasons. First, it is beneficial to the student's personal life. Reading text in English may have a positive effect to the student and it may simply play the role of joyful reading. Second, it is useful for their language achievement in reading, improving students' writing skills, spelling, and vocabulary knowledge.

Reading is adequate for attainment in language. Required that students understanding in the passage is more or less. Pressley (2000) and Birsch (2011) express that the capability to comprehend the text is the meaning of reading comprehension. There are five different reading skills such as word recognition, fluency, lexical knowledge and pre-existing knowledge to be undertaken quickly so that the readers gets knowledge from the text.

2. Type of Reading

According to Nuttal (1982), there are four types of reading, as follow:

i. Skimming

Skimming is one of a skill that is useful in reading activities. In this case, a reader is required to read a passage at a glance. Agrellet (1999) said that skimming is a skill to read quickly without having to understand its meaning. The goal of this activity is to know the general description / main idea of a text before understanding it more deeply. Students can read at a glance in conditions such as reading from one title to another, viewing 10 pictures, reading the first and last paragraphs in a text.

ii. Scanning

According to Grellet (1981) scanning is glancing rapidly to find certain pieces of information. It means that scanning is a skill needed by readers when they need certain information in a text such as dates, names or images in a short period of time. In other words, when scanning a reader only focuses on information that is important and ignores unimportant information. Scanning helps readers find the right information precisely without having to read the text thoroughly.

iii. Extensive Reading

William describes extensive reading as the activity of reading long texts in relatively fast time. According to Nuttal (1996), basically extensive reading is a personal activity in which a reader is silent reading something he / she likes. Long and Richard (1987) added that extensive reading is done by reading fun material, focusing on meaning, reading to understand the core of the text and skipping unknown words.

Nuttal suggests there are two reasons for extensive reading. First, extensive reading is useful for improving students' reading skills. Second, extensive reading pleases the reader because extensive reading provides a pleasant atmosphere. In other words, extensive reading can increase students' enthusiasm in reading a text and build students' self-confidence.

iv. Intensive Reading

In intensive reading, a reader reads the entire text in detail to obtain accurate information. Usually, the text used in intensive reading is short text. according to Macleod (2011), intensive reading practice includes comparing main ideas and their details, understanding implicit information in the text, making conclusions, understanding the sequence of information and its effect on messages, identifying each interrelated word and identifying words that have changed from one part to another.

C. Reading Comprehension Skill

a. Definition of Reading Comprehension

Reading is not only the process of interpreting messages but also the process of finding meaning in a written text. The process of understanding a reading is called reading comprehension. According to Oruc and Aislan (2016, p.8) reading comprehension is stated as a proceeding the deep meaning of a

written text. In order to understand the text, the reader will use prior knowledge, lexicons, grammar structures and other strategies. The goal is none other than to find ideas, problems, messages, and feelings that the author expresses in his writing. Based on the narrative from Block, Graves and Juel (2004), reading comprehension is a complicated process because a reader plays an important role in interpreting the text by applying existing skills. In that process, the reader connects ideas in the text to be able to comprehend the meaning of a text. Furthermore, they will read word for word and spend a lot of time understanding unfamiliar terms.

In the process of understanding a reading, the reader does not only interpret a meaning but also thinks deeply about the content of a text. Tony Buzan revealed that reading is understanding the message intended by the author, absorbing the written word, capturing printed information. For this reason, good competence is needed in understanding every word, sentence, content and most importantly the ideas put forth by the author in his writing. So that, the readers need to focus and determining full concentration to understand the meaning of the author's idea.

b. Factor Affecting Reading Comprehension Skill

Dennis (2008) states that reading comprehension is a process related to identifying writing and interpreting the meaning of the writing. There are several factors that affect reading comprehension skills, including:

i. Text complexity.

Text complexity is determined by strength, fluency in language, and their understanding in applying different meanings. Oral skills play an important role in identifying how skilled a reader is because they hear words and derive a lot of vocabulary from reading activities. According to

Dennis (2008), students who master a lot of vocabulary will be helped in explaining unknown words through the application of contextual opinions.

ii. Environmental conditions

Environmental conditions affect reading activities even though only one passage. Most people have difficulty reading in an unsystematic place and feel comfortable reading in a quiet and organized setting. They feel out-of-focus and lose concentration if they are in an unsafe and uncomfortable place. Dennis (2008) states that sounds such as television or radio cause readers to lose concentration. With comfortable environmental conditions, reading comprehension skills have increased.

iii. Anxiety during reading comprehension

Exams, homework or problems that occur at home can affect the reader's attention when trying to understand the reading. Some students react positively when facing exams but they experience pressure when doing reading activities. Dennis (2008) revealed that anxiety was caused by a lack of understanding of instructions, leading to blankness and poor understanding of reading assignments.

iv. Interest and motivation

Dennis (2008) argues that the important thing for student to develop their reading comprehension skills are interest and motivation. If readers feel that they are not interesting to the reading material, they will lose interest and concentration in understanding a reading. Those factors can affect the reader's interest in reading has decreased. if the students get interested in reading material, they can easily understand the reading and remember the content of the reading. For this reason, the teacher has an important role in providing

interesting reading material to make student understandable in reading.

v. Decoding or word recognition

Readers who struggling in decode and word recognition will discover it is hard to understand the meaning parts of the text. Dennis (2008) said that vocabulary affects students' reading skills because decoding skills play an important role for students in understanding pronunciation and meaning of words that they have never seen before. Learners with sufficient vocabulary can be faster to clarify meanings or readings than those who have to assume the meaning of foreign words based on clues found in the text.

vi. Health problems

Hollowell's (2013) suggests that poor reading comprehension skills may be the result of health problems that have not been resolved until the child grows older. This involves ADD or *Attention Deficit Disorder*, speech difficulties and hearing loss. He added that students who have difficulty speaking and listening should take part in oral reading and in-class discussion. This is because these actions have a positive impact on students who experience health problems that make it difficult for them to understand the text.

D. Previous Study

The first study was made by Reza Fahlepi (2019), entitled “The Relationship between Students’ Self-regulation and Their Reading Comprehension at The Tenth Grade of SMA Negeri 1 Kampar”. The aim of his research was to find out the correlation between students’ self-regulation and reading comprehension of the student from the tenth grade in SMA Negeri 1 Kampar. As we can see, the researcher used correlation design. The research of his research shows that

alterative hypothesis was accepted. In the other words, there was a significant relationship between self-regulation on students' reading comprehension at the tenth grade of SMA Negeri 1 Kampar.

Then, the second study is from the research Roya Ranjbar Mohammadi, Mahnaz Saeidi and Saeideh Ahangari (2020) with the title, "Self-Regulated Learning Instruction and The Relationships among Self-regulation, Reading Comprehension and Reading Problem Solving: PLSSEM Approach". It investigate about the significant relationships among SRL components, reading comprehension and reading problem solving and the effect of SRL construction on SRL strategies, reading comprehension, problem solving and the strength of the relationship among those variables. The result reveals that there is significant relationship between and problem solving, also SRL instruction was significantly efficient in improving EFL learners' SRL strategies, reading comprehension and reading problem solving.

The third study is the research to investigate about the relationship between critical thinking and self-regulation with reading comprehension based on the level of learners'. It was made by Narges Kamgar and Esmail Jadidi (2016) with the title, "Exploring the Relationships of Iranian EFL Learners' Critical Thinking and Self-regulation with Their Reading Comprehension Ability". The findings indicates that there is significant correlation with greater critical thinking skill among advanced and intermediate learners, while there is no significant relationship between self-regulation and reading comprehension ability among beginners and intermediate levels.

The fourth study was conducted by Abbas Ali Zarei, Rajab Esfandiari and azam Akbari (2016) entitled, "Self-regulated Learning Strategies as Predictors of Reading Comprehension". The purpose of that study is to investigate the relationship between self-regulation learning strategies and reading comprehension of Iranian EFL learners.

The result shows that from among six component of self-regulated learning strategies, only planning and effort components were significant predictors of reading comprehension.

The fifth study was made by the researchers Maryam Khodaverdian, Shahin Sheikh and Fereidoun Vahdany (2015) with the title, “The Relationship between Self-regulatory Development, Language Learners’ Metacognitive Awareness and L2 Reading Comprehension of Iranian Intermediate EFL Learners”. In this study, the researcher trying to find out the relationship between self-regulatory development, language learners metacognitive awareness and L2 reading comprehension of Iranian intermediate EFL learners. In short, the researcher want to investigate whether learners were able to regulate their own reading comprehension or not. After obtain the data and analyze it, the result is there was strong relationship between reading comprehension and self-regulation. Then, there was also strong relationship among metacognitive awareness and reading comprehension but not with the relationship between self-regulation and metacognitive awareness.