

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Nowadays, the most popular language in the entire world is English. In our life, English plays a crucial part. English has become an international language. Darrashiri and Mazdayasna (2021) state that the primary purpose of foreign language teaching is to build EFL learners to communicate with others to exchange ideas. To realize this, EFL students need to be given real examples and opportunities to practice and develop to produce the desired target language. All of these skills have their uses and will not be separated.

A person can achieve communication if they are proficient in all four language skills: speaking, reading, and writing. This holds true for learning English as well, where speaking and listening are referred to as productive skills and listening and reading as receptive skills. Since the majority of a student's learning activities take the shape of reading activities, reading comprehension is a necessary component of language activities for all students. Therefore, it is obvious that reading is crucial for creating one's own identity as well as for studying languages, science, and a variety of other subjects.

There are various ways that scholars define reading in terms of the reading process. (Clapham, 2009) defined reading as the reader's capacity to comprehend written or printed symbols that are used to guide the recovery of

information from his memory and then to retrieve or recover the information. The information is then used to construct a reasonable interpretation of the author's message. (Snow, 2002) argued that during reading comprehension, the reader processes the text by simultaneously extracting and constructing meaning through engagement and interaction with written language.

In the contemporary world, it is essential for people to be able to read comprehension. But it is important to understand that reading proficiency is acquired through a process of learning and self-improvement rather than organically. Many individuals claim that a person may only be considered proficient in a language if they have mastered speaking. This is not completely accurate. It's crucial to be able to read and write. For instance, it is obviously necessary to have careful reading skills.

Abbasian (2014) stated that the teacher was the center of learning process a long time ago, but now it has changed the student who becomes the center of learning. Therefore, students are required to be self-regulated in the teaching and learning process, and this is applied so that students can get used to develop their skills by themselves. Self regulation is constantly involving with students improving upon existing behaviors and strategies based on prior success.

EFL students struggle with their reading abilities as well, and they are not at the appropriate level (Al Asmari & Javid, 2018). The majority of students in the area even have trouble understanding the most fundamental English words (ElNaggar, 2020). They take significantly longer to read short

texts in EFL lessons because they are unable to recognize the fundamental concepts of reading abilities.

Self regulation emphasizes the importance of personal responsibility and skills acquired. Self-regulated relates to feelings, thoughts or ideas and the resulting efforts are self-generated following the wishes and plans. Self-regulation is considered an essential component of life and it is also a skill that can be controlled and developed (Banu, 2013).

There are three things that students need to pay attention to when implementing self-regulation, namely linkage, autonomy, and competence. The first students feel cared for by others. The second students think they have responsibility for their behavior and the third students have confidence that they are competent. These three things affect researching the extent of their self-regulation.

Self regulation is important for reading ability and achievement because self regulation practice improve encoding of knowledge and skills in memory. Students must monitor and manage their reading to absorb texts efficiently (Cromley & Azevedo, 2007). As a student reads a text with the intention of comprehending it, they check their progress toward complete comprehension. If their monitoring indicates that their have not yet comprehended the content, they will likely reread the text until her monitoring indicates that the subject has been mastered (or she will seek assistance with comprehending the text (Karabenick & Gonida, 2018

Effective control requires accurate metacognitive monitoring (Winne & Perry, 2000). If the learner does not monitor her comprehension effectively, they may misdirect their rereading efforts or stop reading before the content is fully comprehended. In contrast, if the student accurately monitors comprehension, they will successfully regulate study and enhance comprehension (e.g., Thiede & Anderson, 2003; Thiede, Redford, Wiley, & Griffin, 2012).

Self-regulation strategies are designed to assist students in developing the ability to control their motivation, attribution beliefs, cognitive and metacognitive skills in order to make sense of what they study. Self-regulation is comprised of a range of tactics that can be implemented in a variety of contexts. In Self regulation there are strategies that are carried out when students dealing with a particular task.

Zimmerman (1989) describes the strategies in self regulation are as follows: self evaluating, organizing and transforming, goal setting and planning, seeking information, keeping records and monitoring, environmental structuring, self consequent, rehearsal and memorizing, seeking social assistance, and reviewing records. Zimmerman (1986) self-control education theorists view students as active participants in their own learning processes on the metacognitive, motivational, and behavioral.

Learners who are metacognitive and self-regulatory plan, organize, self-teach, self-monitor, and self-evaluate at various stages of the learning process. Motivated, self-controlled learners believe they are competent. Self-

controlled, behaviorally regulated learners choose, organize, and design environments that promote learning. This theory holds that competent learners become aware of the functional connections between their thought and behavior patterns and environmental consequences.

Based on Wolters and Rosenthal (2003) self-regulation strategies include seven strategies, namely self-consequence, environmental structuring, mastery orientation extrinsic self-talk, relative ability self-talk, intrinsic motivation, relevance enhancement. In addition, Based on Al Asmari and Mahmoud Ismail (2012) there are 11 self regulation learning they are seeking information, self reward, environmental control, peer learning, tutoring evaluation, rehearsal strategy, motivational environmental control, self efficacy, self performance, time management, and elaboration.

In implementing self-regulated, students are expected to have encouragement from within themselves or motivation to achieve self-regulation. After being motivated, students can be self-regulated using their way to be efficient and effective in learning, they are better equipped to handle challenges and obstacles that may arise, and they develop a deeper understanding of their own learning process. (Woogul et al., 2014).

Allah said in surah Ar-Ra'd verses 11

لَهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمَنْ خَلْفَهُ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُعَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُعَيِّرُوا مَا  
بِأَنفُسِهِمْ ۗ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ عَمَّا هُمْ مِّنْ دُونِهِ مِن وَّالِ

Based on the verse above, before a nation change what is within of them to suit their conditions to be they live, Allah will not change their

destiny from hard to be happy or from powerful towards the weak. The researcher's purpose in investigating students' self-regulation is specifically to encourage student's awareness of self regulation in reading.

During the technology era, there are still many students who have difficulty managing themselves in learning especially in reading can be particularly challenging for some students due to the impact of various external factors that affect their ability to focus and learn effectively. These factors could include distractions from technology devices, lack of interest in the subject matter, difficulty in understanding the language, learning disabilities, or even personal or family issues that can affect the student's ability to concentrate and focus on their studies.

Some studies on self-regulated have been conducted in the EFL context. One of them is a study by Pradana (2021). The findings revealed that English Language Education learners in the area he is examining still lack self-regulatory abilities. But the present study is somewhat different from this previous study. What makes this research different from the others is that this study will research the strategies by third semester students of self regulation in reading comprehension. The researcher's study takes place at Antasari State Islamic University Banjarmasin students in intensive reading courses third semester.

## **B. Definition of Key Terms**

### 1. EFL Students

In this Study, EFL students are learners who eager to learn English because of education in third language at Antasari State Islamic University Banjarmasin i.e., English is not their first language. They learn and use English for academic and daily life (E.g., Indonesian people who know English in their country are EFL learners).

### 2. Self Regulation

Self-regulation is defined as the ability to keep one's attention focused on a certain target regardless distraction. It is connected to planning control and attention control. Simply the method and components of selecting what to think, feel, say, and do are detailed in self regulation. And it refers to the way EFL students regulate themselves in learning.

### 3. Reading Comprehension

Reading comprehension is extracting meaning from a text and applying it. The goal is to ensure that the meaning or message is understood. There must be a process known as understanding in reading. It is the goal of reading for learners to gain comprehension about what they read.

### 4. Self Regulation in Reading Comprehension

Self-regulation in reading comprehension refers to the ability of a reader to monitor, control, and direct their reading process to enhance

their understanding and learning from the text. It involves metacognitive strategies and executive functions that enable readers to set goals, plan their reading, monitor their comprehension, and adjust their reading strategies as needed. Self-regulated readers are active and purposeful in their approach to reading, taking responsibility for their own learning and employing various cognitive and metacognitive strategies to improve their comprehension.

### **C. Research Question**

Based on the background above, the questions of this study that discussed are as follow:

1. What are the self-regulation strategies in reading comprehension used in third semester student in English education study program at Antasari State Islamic University Banjarmasin?
2. What is the level of self-regulation strategies in reading comprehension used in third semester student in English education study program at Antasari State Islamic University Banjarmasin?

### **D. The Objective of The Study**

Regarding the research questions above, the objectives are determined as follow:

1. To know self-regulation strategies in reading comprehension used in third semester student in English education study program at Antasari State Islamic University Banjarmasin.
2. To know the level of self-regulation strategies in reading comprehension



used in third semester student in English education study program at Antasari State Islamic University Banjarmasin.

#### **E. Significance of Study**

The result of the study was intended to know self regulation strategies in reading comprehension of third semester students. It gave about information about what the strategies of self regulation in reading comprehension used by students. The researcher is expected to have meaningful benefits for both students and as the researcher and the reader. Here are the following benefits:

##### **1. Students**

For students, This study is especially important for students because it seeks to identify effective strategies for self-regulation in reading comprehension. By understanding these strategies, students can gain a better awareness of their own learning process and become more effective readers. Additionally, this study can help students overcome their self-regulation problems by providing them with concrete strategies to use in their reading comprehension.

Through this study, students will be able to identify the key components of self-regulation in reading, such as setting goals, monitoring progress, and making adjustments as needed. They will also learn how to use specific strategies to enhance their self-regulation skills, such as metacognitive strategies like self-questioning and summarization. By implementing these strategies, students can improve their reading

comprehension and ultimately achieve academic success.

2. Researcher

The result of this study for researcher, this research hopefully can be used as reference and it can be a consideration as well as a recommendation of the other researcher in case will carry out any further research in the same field for.

3. University

The result of this study for University, the success of diligent students in academics is an important factor in improving the university's reputation and increasing the accreditation. This can lead to various benefit such as more funding and resources for the institution, attracting top talent.

4. Lecturer

The result of self-regulation in reading comprehension provides lecturers and teachers with valuable insights into effective instructional strategies, individualized support, metacognitive awareness, differentiated instruction, and fostering lifelong learning. By incorporating self-regulatory techniques into their teaching practices, educators can empower their students to become proficient and independent readers.