

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings and discussion of the research. The researcher provides the data about self regulation strategies in reading comprehension used in the third semester student in English education study program at Antasari State Islamic University Banjarmasin. The research data is taken from questionnaire and interview, it is used to know what self regulation strategies in reading comprehension and the process students in using self regulation in reading comprehension used in the third semester in English education study program at Antasari State Islamic University Banjarmasin. The result of this research was data analysis collected during the research process. The questionnaire consists of 37 statements that the researcher shared on base and 34 students become the sample, and 12 interview question that the researcher shared to 5 students.

1. Self Regulation Strategies in Reading Comprehension used by Students

In this research, researcher using self regulation in reading comprehension based on Al Asmari and Mahmoud Ismail (2021) namely: Elaboration, Time Management, Rehearsal, Peer Learning, Environment Control, Motivational, Seeking information, Self Reward, Self Evaluation,

Self Efficacy, and Self Performance. That strategies is an instructional approach designed to help students learn, use, and adopt the strategies used by skilled. It encourages students to monitor, evaluate, and revise their self regulation in reading comprehension, which in turn reinforces self-regulation skills and independent learning.

There are two stages of analysis questionnaire were carried out on the data, namely validity test and reliability rest.

a. Validity Test

The assessment of validity was conducted using SPSS version 16. The purpose of the validity test is to determine the questionnaire's validity by examining each of these variables. Test the validity of using Pearson Product Moment Correlation, which is a correlation between the questions and the total score. This test uses a significant level (α) = 0.05 which is commonly used and the number of sample (n) = 34 respondents so that it is stable is 0,339. Validity result testing is shown in table 4.1

Table 4.1

Questionnaire Validity Result

Questionnaire Items	Rcount	Rtable	Conclusion
1	0,702	0,339	Valid
2	0,667	0,339	Valid
3	0,416	0,339	Valid
4	0,802	0,339	Valid
5	0,711	0,339	Valid
6	0,712	0,339	Valid
7	0,663	0,339	Valid
8	0,831	0,339	Valid
9	0,725	0,339	Valid

Questionnaire Items	R-count	R-table	Conclusion
10	0,612	0,339	Valid
11	0,732	0,339	Valid
12	0,774	0,339	Valid
13	0,629	0,339	Valid
14	0,772	0,339	Valid
15	0,712	0,339	Valid
16	0,716	0,339	Valid
17	0,602	0,339	Valid
18	0,362	0,339	Valid
19	0,498	0,339	Valid
20	0,572	0,339	Valid
21	0,538	0,339	Valid
22	0,711	0,339	Valid
23	0,714	0,339	Valid
24	0,553	0,339	Valid
25	0,561	0,339	Valid
26	0,773	0,339	Valid
27	0,684	0,339	Valid
28	0,699	0,339	Valid
29	0,727	0,339	Valid
30	0,676	0,339	Valid
31	0,691	0,339	Valid
32	0,676	0,339	Valid
33	0,557	0,339	Valid
34	0,558	0,339	Valid
35	0,670	0,339	Valid
36	0,795	0,339	Valid
37	0,602	0,339	Valid

Based on table 4.1, it can be seen that there is no questionnaire item that have invalid status because the r-count value has a higher value than r-table value.

b. Reliability Test

Reliability tests were conducted on instruments that had previously been deemed valid. A variable is considered valid if the responses to its questions consistently align. To assess reliability, the statistical test

Cronbach's alpha was employed. A variable is regarded as reliable when its Cronbach's alpha value > 0.6 . In order to assess the reliability of the instrument, an analysis was performed using SPSS version 16. Reliability result testing for the result of the questionnaire can be seen in 4.2 table

Table 4.2 *Cronbach Alpha Reliability Test Result*

Reliability Statistics	
Cronbach's Alpha	N of Items
.967	37

After conducting the reliability test and examining the results presented in Table 4.2, it was found that the value of the questionnaire's reliability coefficient is 0.967. This value surpasses the threshold of 0.6, indicating that the questionnaire is indeed reliable. Consequently, based on these findings, it can be confidently concluded that all statements included in the questionnaire have been deemed reliable for measuring the intended constructs or variables.

The table presented below provides a summary or recapitulation of the questionnaire responses collected from a total of 34 students.

Table 4.3
Recapitulation of the Result

No.	Indicator	Strongly agree	Agree	Neutral	Dis-agree	Strong-ly disagree
1.	Elaboration	17%	31%	40%	7%	4%
2.	Time Management	17%	37%	32%	9%	5%
3.	Rehearsal	15%	27%	39%	15%	4%
4.	Peer Learning	24%	29%	24%	20%	3%
5.	Environment Control	26%	19%	41%	8%	6%
6.	Motivational Environment Control	17%	30%	31%	14%	7%
7.	Seeking Information	22%	29%	28%	20,7 5%	1%
8.	Self Reward	29%	29%	24%	11%	6%
9.	Self Evaluation	9%	37%	38%	16%	1%
10.	Self Efficacy	19%	35%	33%	12%	1%
11.	Self Performance	16%	34%	35%	14%	1%

From table 4.1, the first indicator that is Elaboration, it has 2 statements in the questionnaire and the total of students from 2 statements becomes 68 student's responses (34 students each statement). In this strategy, 11 (17%) students strongly agree using elaboration strategy, 23 (31%) students agree using elaboration strategy, 26 (40%) students neutral using

elaboration strategy, 7 (7%) students disagree using elaboration strategy and 1 (4%) student strongly disagree using elaboration strategy. It is illustrated that the dominant statement of first indicator (Elaboration) was in “Neutral” category.

From the question *“Do you summarize or make notes from a book/journal after that explaining to your friend and asking for their opinion in the form of questions and answers? If yes, what is the reason?”*. Most of the interviewee answered they do not do that but at the same time, two of students, AA and ES said that they do it.

“I usually summarize sources from a journal because there is a need for reminders to help s understand and master the contents of a journal or book. By making a summary, I was guided and required to read the original essay carefully and rewrite quickly. And I show my friends whether my summary is good or does it need to be added again”

“Sometimes. I do that so that it is easy when I explain the material that I bring, and when the information I get there is rebuttal from my other friends I like it, and make my information even more”

In summary, the speaker typically creates summaries of sources from journals or books to help them better understand and master the content. This process requires careful reading and quick rewriting, and the summaries can be shared with friends for feedback. Additionally, the speaker sometimes creates summaries to make it easier to explain the material to others and welcomes feedback to improve their understanding and information.

In the second indicator that is **Time Management**, it has 3 statements in questionnaire and the total of students from 3 statements becomes 102 student’s responses (34 students each statement). In this

strategy, 17 (17%) students strongly agree using time management strategy, 34 (37%) students agree using time management strategy, 36 (32%) students neutral using time management strategy, 9 (9%) students disagree using time management strategy, and 5 (5%) students strongly disagree using time management strategy. It can be seen that the dominant statement was in “agree” category.

From the question “*How do you manage your study time in the activities you do? Do you set aside specific times in your schedule to read? What are the barriers and challenges to time management?*”. Most of the interviewee answered they usually make a time management plan for the activity and the most challenges to management is laziness.

One of the interviewees, AA said that:

“I usually make a time management plan, this plan will make it easy for me to determine what tasks I have to do first. With this plan, I don't need much time to think about which task I will do next. the challenge that I face is usually a lack of focus in studying because I am distracted by things around me or cellphone”

Another interviewee, ES claimed that:

“Before I do activities, I organize my learning activities first, I focus more on my learning activities first, after everything is finished, then I organize my other activities. While the obstacle when I manage time is when the study schedule and other activities are doubled, so I have to choose which one is the most important, and that becomes my challenge in choosing these activities.”

And another interviewee, NDP responded that:

“I always try to divide my time for activities and study in a balanced way. Obstacles and challenges that I often face are the focus that is often diverted, whether it is caused by cellphones, friends, pets, and so on.”

To summarize, the speaker emphasizes the importance of balancing their time between activities and studying. However, they frequently encounter obstacles such as distractions from cellphones, friends, and pets that hinder their ability to focus on their tasks. Despite these challenges, the speaker strives to manage their time effectively and find ways to maintain their focus.

In the third indicator that is **Rehearsal**, it has 4 statements in questionnaire and the total of students from 3 statements becomes 112 student's responses (34 students each statement). In this strategy, 19 (15%) students strongly agree using rehearsal strategy, 36 (27%) students agree using rehearsal strategy, 55 (39%) students neutral using rehearsal strategy, 21 (15%) students disagree using rehearsal strategy, and 5 (5%) students strongly disagree using rehearsal strategy. It showed that the dominant statement was in "neutral" category.

From the question "*Do you memorize the material that has been learned by reading the text and voicing it out? If so, what's the reason?*". Most of the interviewee answered yes, they do that to make them confident and more understand.

The first interviewee, AA said that:

"Yes, I memorized the important points of the material I had learned by rewriting, reading and voicing them out. because in my opinion this method is very effective and makes it easier for me to remember the points of the material."

From the second interviewee, ES point of view, he said:

“Yes, I memorized it from the reading that I wrote so that later if there is an impromptu exam I already have a little knowledge”

And another interviewee, NDP stated that:

“Yes I did! Because by memorizing and practicing it I can be more confident and by listening to my own voice, it makes what I memorized stick more.”

To summarize, the speaker memorizes important points of the material they have learned by rewriting, reading, and voicing them out. This method is effective for the speaker in terms of retention and recall. They also mention that they can use this memorization technique for impromptu exams, and it helps build their confidence. Overall, listening to their own voice helps them remember and retain what they have memorized.

In the fourth indicator that is Peer Learning, it has 2 statements in the questionnaire and the total of students from 2 statements becomes 68 student's responses (34 students each statement). In this strategy, 17 (24%) students strongly agree using peer learning strategy, 18 (29%) students agree using peer learning strategy, 17 (24%) students neutral using peer learning strategy, 14 (20%) students disagree using peer learning strategy, and 2 (3%) students strongly disagree using peer learning strategy. It is illustrated that the dominant statement was in “agree” category.

From the question *“What do you do if you have difficulty learning or understanding? What do you think about the help of others in learning?”*. Most of them answered they will ask someone if there are

things they do not understand.

On of the interviewee, LP assumed that:

“I usually seek help from Google or friends who are more knowledgeable about subjects I don't understand because forcing something I don't understand will cause me to stop learning”

Besides on of the interviewee, H also answered that:

“What I do when I have difficulty learning or understanding a material is to ask my closest friends, then to my classmates, and also to the supporting lecturers. My opinion regarding the help of others in learning, everyone definitely needs the help of others in learning, just like a student who needs a teacher to help him learn something.”

It is also supported by another interviewee, AA said that:

“It is such a good movement because we can't be always learn by ourself so it is a good move to having a friends who can help you in learning and asking others for help when we have difficulty learning is a good action.”

In summary, the speaker seeks help from Google or more knowledgeable friends when they encounter subjects that they don't understand. They believe that it is better to seek help rather than forcing themselves to learn something they don't understand. When they have difficulty learning or understanding a material, the speaker asks for help from friends, classmates, and supporting lecturers. They believe that everyone needs help in learning, just like how a student needs a teacher to help them learn something. Overall, the speaker thinks that asking for help is a good move in learning and encourages others to do the same.

In the fifth indicator that is **Environment Control**, it has 4 statements in the questionnaire and the total of students from 4 statements becomes 136 student's responses (34 students each statement). In this

strategy, 35 (26%) students strongly agree using environment control strategy, 26 (19%) students agree using environment control strategy, 56 (41%) students neutral using environment control strategy, 11(8%) students disagree using environment control strategy, and 8 (6%) students strongly disagree using environment control strategy. It showed that the dominant statement was in “neutral” category.

From the question “*What do you think about things that distract you while studying? What would you do?*”. Most of the feel distract if bored and the environment is not supportive.

On of the interviewee, ES assumed that:

“In my opinion, the challenge that I experience is due to a lack of focus in studying because I often feel bored while studying and need entertainment My possible solution is that I have to find a way not to get bored while studying and find other alternatives”.

Another interviewee, AA said that:

“It is like something that very disturb and can breaking my focus to something. as much as possible I forced myself not to be lazy and politely refused my friend's invitation to do something else.”

The other interviewee, NDP claimed that:

“The thing that bothers me while studying is my own friends, which makes me sometimes distracted when doing on-site learning or even studying alone. For that what I do is just to control the friendship alone.”

In conclusion, the speaker faces various challenges in maintaining focus while studying, including boredom, the need for entertainment, and distractions from friends. They try to overcome these challenges by finding ways to make studying more interesting, refusing invitations that could be a

distraction, and controlling their interactions with friends while studying.

In the sixth indicator that is **Motivational Environment control**, it has 3 statements in the questionnaire and the total of students from 3 statements becomes 102 student's responses (34 students each statement). In this strategy, 18 (17%) students strongly agree using motivational environment control strategy, 29 (30%) students agree using motivational environment control strategy, 33 (31%) students' neutral using motivational environment control strategy, 15 (14%) students disagree using motivational environment control strategy, and 7 (7%) students strongly disagree using motivational environment control strategy. It showed that the dominant statement was in "neutral" category.

From the question "*How do you control or get an environment that motivates you to solve problems in learning?*". Most of them answered they will try to get it under control first.

The first interviewee, LP said that:

"Promote a growth mindset rather than a fixed mindset, develop meaningful and respectful relationships with my friends, create a non-stressful environment to keep my mind fresh, create a positive environment and provide support for me when they need it."

From the second interviewee's point of view, ES said that:

"If there are obstacles in learning, then I will try to control them myself first, if I can't then I will ask for motivation from people around me such as my family and close friends, even my classmates. often they all always motivate me in solving obstacles in learning".

It is also supported by another interviewee, NDP said that:

"Listening to music and being a solitude person."

In conclusion, the speaker believes in promoting a growth mindset, fostering positive and respectful relationships with friends, creating a non-stressful environment for learning, and seeking support when needed. When facing obstacles in learning, they first try to overcome them on their own, but also turn to family, friends, and classmates for motivation and support. Additionally, the speaker finds listening to music and solitude helpful in their learning process.

In the seventh indicator that is **Seeking Information**, it has 4 statements in the questionnaire and the total of students from 4 statements becomes 136 student's responses (34 students each statement). In this strategy, 21 (22%) students strongly agree using seeking information strategy, 36 (29%) students agree using seeking information strategy, 39 (28%) students neutral using seeking information strategy, 29 (20,75%) students disagree using seeking information strategy, and 1 (1%) student strongly disagree using seeking information strategy. It showed that the dominant statement was in "agree" category.

From the question *"Are you looking for articles in international journals or books in English related to lectures shown by lecturers? If yes, what is the reason and if not, what is the reason."* Most of them answered they looking for journal to deepen the material proposed by the lecturer.

The interviewee, AA mentioned that:

"Sometimes I look for international journal articles because the information is more relevant and the content is more complete"

Another interviewee, ES stated that:

“Of course I looked for international journals because lecturers usually ordered me to look for sources from international journals and from other reliable sources”

From these sentences, it can be concluded that the speaker looks for international journal articles to obtain more relevant and complete information. They also mentioned that they often receive instructions from their lecturers to use international journals as sources.

In the eighth indicator that is **Self Reward**, it has 4 statements in the questionnaire and the total of students from 4 statements becomes 136 student’s responses (34 students each statement). In this strategy, 37 (29%) students strongly agree using self reward strategy, 41 (29%) students agree using self reward strategy, 34 (24%) students neutral using self reward strategy, 15 (11%) students disagree using self reward strategy, and 9 (6%) students strongly disagree using self reward strategy. It is illustrated that the dominant statement was in “strongly agree” category.

From the question *“If you have achieved a satisfactory result, do you give yourself a reward? If so, in what form?”*. Most of the answered they give themselves a reward with simple things that they find satisfying.

On of the interviewees, LP stated that

“Yes, I often give self rewards in various forms, including buying things I like such as photocards or my idol's merchandise, eating at my favorite restaurants, or even walking around nice places to calm my mind.”

Another interviewee, H conveyed that:

“if I succeed in doing something I reward myself in the form of going for hiking or even doing a hobby like playing pool”

And the other interviewee, NDP said:

“Yes, it just a simple reward like riding alone in the cities/villages”

In conclusion, all the statements suggest that the speakers give self-rewards to celebrate their achievements or as a motivation to accomplish their goals. The rewards mentioned vary from buying things they like, eating at their favorite restaurants, doing hobbies they enjoy, or going to places that make them happy. It is important to give oneself rewards to reinforce positive behaviors and to maintain motivation in achieving their goals.

In the ninth indicator that is **Self Evaluation**, it has 4 statements in the questionnaire and the total of students from 4 statements becomes 136 student's responses (34 students each statement). In this strategy, 10 (9%) students strongly agree using self evaluation strategy, 50 (37%) student agree using self evaluation strategy, 53 (38%) students neutral using self evaluation strategy, 22 (16%) students disagree using self evaluation strategy, and 1 (1%) student strongly disagree using self evaluation strategy. It is illustrated that the dominant statement was in “neutral” category.

From the question” *What do you think about the compatibility between the learning strategies you have done and the results you have achieved?*”. Most of them answered satisfied with the achievements that have been implemented with the strategy they are doing,

The first interviewee, ES stated:

“The suitability between learning strategies and the results that have been achieved is a good thing. Where the strategy is enough to help us in

learning. Our learning is more organized and more planned”

The second interviewee, H claimed:

“For now the results I get are very satisfying for me because I don't expect more than the right value for myself and for its effectiveness I think it's quite effective even though there are a few distractions”

But two of them, AA and LP stated:

“I think I haven't really found an effective way of learning so the results sometimes don't meet expectations.

“Sometimes it's relevant and sometimes it doesn't work at all”

In conclusion, the effectiveness of learning strategies may vary for individuals. It is important to find a strategy that works well for oneself and to adjust as needed. Achieving satisfactory results can be a good indication that the current strategy is suitable, but it is important to continually evaluate and adapt the strategy as necessary. While some may find their current strategy to be effective, others may still be in the process of finding the right method for them.

From the question” *Do you evaluating your own work and giving yourselves feedback. For example, by proof-reading an assignment before handing it in, and making changes to improve it?.* Most of them answered they always correct whatever it is, to maximize the results that will be obtained.

First interviewee, H said:

“Yes always, before submitting my assignment I evaluate the assignment because usually there are wrong words or typos or wrong answers, because it will help in self-improvement and it will endure insecurity.”

The second interviewee, NDP sated:

“Yes, I always evaluate my own work and provide myself with feedback.

The more often I improvise myself, the easier it is for me to improve”

The support argumentation of this question:

“Of course, I'm a perfectionist, so I crosscheck so many times to make sure everything is correct.

In summary, all three statements emphasize the importance of evaluating one's own work before submitting it. Doing so helps to identify errors or mistakes, which in turn can lead to self-improvement and increased confidence in one's abilities. The frequency of self-evaluation varies, with one person doing it consistently, another doing it more often as a means of self-improvement, and a third person being a perfectionist and crosschecking many times to ensure correctness.

In the tenth indicator that is **Self Efficacy**, it has 5 statements in the questionnaire and the total of students from 5 statements becomes 170 student's responses (34 students each statement). In this strategy, 32 (19%) students strongly agree using self efficacy strategy, 54 (35%) students agree using self efficacy strategy, 56 (33%) students neutral using self efficacy strategy, 24 (12%) students disagree using self efficacy strategy, and 4 (1%) students strongly disagree using self efficacy strategy. It showed that the dominant statement was in “agree” category.

From the question *“Do you like the challenge of completing assignments given by lecturers, especially in intensive reading courses? If yes, what is the reason and if not, what is the reason?”*. Most of the answered they like challenge when they get a task.

One of the interviewees, LP said:

“Yes, I like challenges in completing assignments given by lecturers, with the challenges I face every time I complete these assignments, I can measure my abilities and then evaluate and improvise for the next challenge.”

Another interviewee, H stated:

“I like the challenge in the intensive reading subject because it can make me grow in reading and increase my knowledge”

Based on the given statements, it can be concluded that the person enjoys challenges in completing assignments and sees it as an opportunity to measure their abilities and improve for the next challenge. Specifically, the person likes the challenge presented in the intensive reading subject as it helps them to grow in reading and increase their knowledge.

In the eleventh indicator that is **Self Performance**, it has 3 statements in the questionnaire and the total of students from 5 statements becomes 102 student's responses (34 students each statement). In this strategy, 19 (16%) students strongly agree using self performance strategy, 34 (34%) students agree using self performance strategy, 35 (35%) students neutral using self performance strategy, 13 (14%) students disagree using self performance strategy, and 1 (1%) student strongly disagree using self performance strategy. It is illustrated that the dominant statement was in “neutral” category.

From the question *“Do you reflect on your achievements and mistakes in the learning process, especially in intensive reading courses?”*. Most of them answered they evaluate themselves to find out the achievements and mistakes that have been achieved.

The first interviewee, AA stated:

“I often think about why the achievement I got was less in intensive reading than the fault was whether I read less or I was lazy to read”

The support argument:

“Well, I evaluate my ups and downs because the grades of any course are important to me.”

In summary the speaker are someone who is concerned about their academic performance and regularly evaluates their progress. They question themselves and try to identify possible reasons for their success or failure in specific subjects. The grades they receive are important to them, and they strive to improve themselves by identifying their weaknesses and working on them.

In the twelfth indicator that is **Prior Knowledge**, it has 2 statements in the questionnaire and the total of students from 2 statements become 68 responses (34 students each statement). In this strategy, 13 (19%) students strongly agree know about self regulation, 22 (37%) students agree know about self regulation, 15 (33%) students neutral know about self regulation, 5 (7%) students disagree know about self regulation, and 3(4%) students strongly disagree know about self regulation. It is illustrated that the dominant statement was in “agree” category. It can conclude 34 students know about self regulation before fill the questionnaire.

Based on the recapitulation of the result question “what are the strategies of self-regulation in reading comprehension used in third semester student in English education study program at Antasari State Islamic

University Banjarmasin” it is found that 29% students using self reward strategy, 37% students using time management, 29% students using peer learning, 29% students using seeking information, 37% students using self evaluation, and 35% students using self efficacy strategy, 31% students using elaboration, 27% students using rehearsal, 19% students using environment control, 14% students using self performance strategy, 30% students using motivational environment control of self-regulation in reading comprehension.

2. The Level of Self Regulation Strategies in Reading Comprehension used by Students

This detail researcher found the level of students in using self regulation in reading comprehension. To realize the level of student’s in using self regulation in reading comprehension, the researcher categorized based on the scoring guidance determined by Mokhtari & Reichard that assist to find out the averages of overall strategies used by students, while moderate used if the mean was 2.5 to 3.4 and 2.4 or lower was an indicator of a low level of self regulation in reading comprehension.

Viewing the outcome of data analysis, it was known that widely, the level of student in using self regulation in reading comprehension of the third semester students of English education study program at Antasari State Islamic University Banjarmasin. The following table showed the level of student in using self regulation in reading

comprehension.

Table 4.4
Level of Students in using Self Regulation Strategies in Reading Comprehension

Strategy	Mean	Level
Seeking Information	3.50	High
Self Reward	3.60	High
Environmental Control	3.50	High
Strategy	Mean	Level
Peer Learning	3.50	High
Self Evaluation	3.33	Moderate
Rehearsal	3.31	Moderate
Motivational Environmental Control	3.35	Moderate
Self Efficiency	3.50	High
Self Performance	3.55	High
Time Management	3.50	High
Elaboration	3.52	High
Overall Self Regulation in Reading Comprehension	3.46	Moderate

Based on the collective finding provides above, the table showed an overview of the overall strategy utilization of the entire 34 students. The table show that the level of students used seeking information, self reward, environment control, peer learning, self efficiency, self performance, time management and elaboration were classified as highest among all eleven strategys. Afterward, the second preference of self regulation in reading comprehension were self evaluation, rehearsal, and motivational environment control under 3.5, in other words, the level of three strategies was placed as moderate.

Therefore, based on the overall result the mean score of students in using self regulation strategies in reading comprehension was 3.46, it can be interpreted that the level of students in using self regulation in reading comprehension was at a moderate level.

A student who demonstrates a moderate level of self-regulation in reading comprehension possesses a certain degree of control over their cognitive and emotional processes while engaging with text. This student exhibits a commendable ability to manage their thoughts, emotions, and behaviors, albeit with room for further growth and refinement.

While confronted with reading material, the student in question demonstrates a conscious effort to set clear goals and objectives. They understand the importance of defining specific targets to guide their reading process effectively. Whether it involves grasping the main ideas, analyzing the text critically, or making connections to prior knowledge, this student actively establishes objectives that enable them to stay focused and monitor their progress.

Furthermore, this student acknowledges the significance of planning and prioritization in optimizing their reading comprehension skills. They recognize that effective time management plays a crucial role in allocating sufficient time to different reading tasks. By breaking down larger reading assignments into manageable segments, the student is able to create a structured plan that ensures they devote appropriate attention and effort to each task, considering their moderate level of self-

regulation. To foster an optimal reading environment, the student understands the need to create conditions conducive to concentration and focus. They actively seek out quiet spaces that minimize distractions, allowing them to immerse themselves in the text fully. By turning off or silencing electronic devices, ensuring adequate lighting, and selecting comfortable seating, they intentionally set the stage for a productive reading experience that supports their self-regulation goals.

B. Discussion

In this discussion part, the researcher review the findings of self regulation strategies used by student in reading comprehension and process of students in using self regulation strategies in reading comprehension. After obtaining all the necessary data, the analysis of the data in this discussion is based on the results of the data that have been previously presented. The researcher delivers the discussion as follows:

1. Self Regulation Strategies in Reading Comprehension

According to the results of a survey with 34 respondents who completed a Google Form indicate that students used eleven different kinds of self-regulation strategies in reading comprehension which are seeking information, self reward, environment control, peer learning, self efficiency, self performance, time management and elaboration strategies but in a different percentage for each strategy. the following is a more detailed explanation :

First strategy was **Elaboration**, based on the result of findings 40% students neutral. Most of them neutral using elaboration strategy in reading comprehension. It can be concluded that they sometimes use this strategy and do not use it regularly. Elaboration is the process of combining new and existing knowledge in order to recall new information. Elaboration also refers to the process of incorporating relevant information into what is being taught.

Elaboration measure how far learner interest and focus in learning especially in memorizing and can be used as a baseline indicator of a student's capacity to complete, enhance, and elaborate on complex concepts. It is relevant to Craik and Lockhart's theory that a person is more likely to remember and comprehend information if they process it in a profound and significant manner, rather than a superficial and shallow approach. This is because deep processing requires the individual to contemplate the information in relation to its significance, relevance and how it connects to what they already know, which leads to the creation of more complex and long-lasting memory pathways in the brain. Students require this skill to be able to gather, organize, and use knowledge in order to live in a competitive, uncertain, and ever-changing environment.

Second strategy was **Time Management**, based on the result 37% students agree. Most of them agree using time management in reading comprehension. Effective time management involves planning and organizing one's time in a way that enables them to accomplish their goals efficiently and effectively. It is relevant Gary Keller and Jay Papasan's theory that (2013)

stressed the significance of concentrating on the one critical task that can lead to accomplishing long-term objectives Gary Keller and Jay Papasan (2013). The capacity to manage one's time involves striking a balance between wants and necessities, defining desired outcomes and setting realistic deadlines.

When a person manages their time well, they are more likely to prioritize their tasks and set achievable deadlines. This can result in a sense of accomplishment, which can significantly reduce stress and anxiety. Additionally, when a person has a clear plan for how they will use their time, they are less likely to feel overwhelmed or uncertain about what they need to do. They can avoid procrastination and work on tasks gradually, which can make them feel more in control of their workload. As a result, effective time management can play a critical role in reducing stress and anxiety and promoting overall well-being.

Students who manage their time well are better able to handle their studies and college workload. Students that are good at managing their time well arrange their activities, prioritize their tasks, and stick to a timetable. Students that are adept at managing their time well can profit from being able to accomplish multiple objectives at once. College students need to be able to manage their time effectively and schedule their daily activities, prioritize chores based on interests, and complete all of their assignments in an orderly fashion.

Third strategy was **Rehearsal**, based on the result 39% students neutral. Most of them neutral using rehearsal strategy. The most popular

methods for committing information to long-term memory are rehearsal strategies, which include both easy and difficult methods. It is relevant to Atkinson and Shiffrin's theory that basic repetition assists in the retention of information in long-term memory. Practice techniques expose students to the material they are seeking to learn repeatedly.

Rehearsal refers to going over the items in working memory again in order to preserve or enhance their memorability. It is an effective, and possibly essential, tactic for keeping information in memory. Rereading and say directly the text or the notes is the fundamental rehearsal technique. Students can select and learn vital material by repeating it thanks to rehearsal procedures. This method could make it simple for students to learn the required material.

Fourth strategy was **Peer Learning**. Based on the result 29% students agree. Most of the agree using peer learning strategy. Compared to teacher-student interactions, peer learning offers greater opportunity for peer-to-peer interactions. Peer assistance requests frequently inspire students to exercise self-regulation techniques like self-reflection. Shared accountability is a different aspect. It is relevant to Vygotsky's theory "Zone Proximal Development" that students can gain new knowledge from others by working together and collaborating.

In order to control their learning, students must engage in shared responsibility for thinking, which calls for active learning practices including asking for help and endeavoring to comprehend others' perspectives. Peer

learning strategies give courses more flexibility as well. In using peer learning, students can decide for themselves how to apply the rules.

Fifth strategy was **Environment Control**. Based on the result 41% students neutral using this strategy. Environment control is students' initiatives to choose and arrange elements of their physical surroundings in a way that will improve their learning. The importance of the learning environment in piquing students' interest in learning is well acknowledged.

Environment control emphasizes developing students' understanding of and practical application of English as well as how to use it effectively in both everyday life and academic endeavors in order to improve students' overall English language especially reading proficiency. It is relevant to Schiffman and Sherman's theory that involves the study of how the physical environment can impact behavior, emotions, and cognitive processes (Schiffman and Sherman, 1991).

Sixth strategy was **Motivational Environment Control**. Based on the result 31% students neutral using this strategy. Environment has a very weak relationship to students English achievement. When students view their environment favorably, they will learn more effectively and with a more positive mindset. Deci and Ryan (1985) stated self determination that intrinsic motivation, or the inherent value or pleasure derived from an activity, plays a crucial role in fulfilling these needs and promoting well-being. Hence, the self-determination theory highlights the significance of nurturing intrinsic motivation in individuals to enhance their quality of life and overall

functioning.

By implementing this strategy students can control the environment that can motivate them in self regulation in learning. Motivational environment control also affects their learning motivation if their environment has the same goal, namely independent learning, it will be easy to apply it.

Seventh strategy was **Seeking Information**. Based on the result 29% students agree using this strategy. Students' needs for information, particularly information concerning academics, are highly obvious. Only that students ought to be more cognizant of the creation and mastery of information. Information discovery is crucial because humans cannot live without information. Johnson and Case (2012) defined the process of seeking information as an information search strategy which involves the acts of searching for, selecting, and assessing information with the aim of addressing specific problems or fulfilling information requirements.

Someone is searching for knowledge because they have a need. The conditions of a person and his function in his surroundings drive his information needs, when a person becomes aware of the gaps in his knowledge and feels the urge to fill them by gathering more information. Such information can be utilized to raise awareness of the local environment, for decision-making, enjoyment, and personal activities related to education.

Eight strategys was **Self Reward**. Based on the result 29% students agree using this strategy. Self-administered incentives are commonplace. It is

relevant to Maehr and Braskamp's theory that self-reward are commonly employed in situations where individuals are responsible for regulating their own learning and setting goals (Maehr and Braskamp, 1986). Its purpose is to assist them in keeping their motivation high and concentrating on accomplishing their desired outcomes.

Students are frequently advised to boost individual motivation and act as rewards for achievements. One could argue that self-reward is crucial for oneself since, in addition to valuing oneself, it can serve as motivation to carry out actions that are considerably more desired than ever. There are many forms of self-reward that students can do, can range from simple to complex. It all depends on the wishes of each person.

Rewarding oneself is a great way to reinforce positive behaviors and encourage self-regulation in reading comprehension. Here are some suggestions for self-rewards that can motivate students: Celebrate with a favorite activity: After completing a challenging reading comprehension task or achieving a specific reading goal, reward yourself by engaging in a favorite hobby or activity. It could be watching a movie, playing a video game, going for a walk, or spending time with friends.

Enjoy a special treat: Treat yourself to something you enjoy, such as a favorite snack, a scoop of ice cream, or a piece of chocolate, as a reward for meeting reading milestones or demonstrating improvement in comprehension skills. Take a break with a good book: Allocate some dedicated time to indulge in a leisurely reading session with a book of your choice. After

accomplishing a set number of reading comprehension tasks, allow yourself to relax and immerse in a story you find interesting. Create a reading rewards system: Establish a reward system where you earn points or tokens for each completed reading comprehension task or achieved reading goal.

Accumulate these points and exchange them for rewards or privileges of your choice, such as extra free time, a day off from chores, or the opportunity to choose a family activity. Set up a reading-themed incentive chart: Create a visually appealing chart or poster that tracks your progress in reading comprehension. Each time you reach a predetermined milestone, reward yourself with a sticker or mark on the chart. Once you accumulate a certain number of marks, treat yourself to a small gift or special outing.

Ninth strategy was **Self Evaluation**. Based on the result 38% students' neutral using this strategy. Self-evaluation is a process of introspection and self-reflection that involves a critical assessment of one's own learning progress, performance, and ability to achieve personal goals (Shunck and Zimmerman, 2006). This process requires individuals to reflect on their strengths and weaknesses, evaluate their own knowledge, skills, and attitudes, and identify areas for improvement.

By engaging in self-evaluation, individuals can gain a better understanding of their own learning and development, which can help them set new goals and adjust their strategies accordingly. Additionally, self-evaluation can be a valuable tool for promoting self-awareness and metacognition, as individuals learn to monitor and regulate their own learning

and performance over time. Through regular self-evaluation, individuals can take ownership of their own learning and become more active and engaged learners.

The process of self-evaluation is closely tied to knowledge and experience. Also, it makes people more inclined to make inferences and make adjustments to their behavior. Students will gain an understanding of their quality through self-evaluation and receive prompt, helpful feedback to correct errors in the future. Self-evaluation can enhance the quality of learning students.

Tenth strategy was **Self Efficacy**. Based on the result 35% students agree using this strategy. Self-efficacy expectations are thought to have the greatest impact on behavior start and persistence in the face of disappointment or failure. It is relevant to Bandura's theory that self-efficacy refers to a person's confidence and belief in their capability to perform and accomplish tasks or goals, despite encountering obstacles or difficulties (Bandura,1997). A person with low self-efficacy will avoid or give up on a job that is too difficult for them, but if they are confident in their abilities, they will take on the challenge. Therefore, a person will choose a more difficult activity if their self-efficacy is greater.

Eleventh strategy was **Self Performance**. Based on the result 35% students neutral using this strategy. Someone who does self-performance on a regular basis can review the quality of study, accountability, knowledge, and communication with others. It is relevant Maehr and Meyer's theory that self-

performance is the extent to which people are able to meet their own performance standards and accomplish their objectives (Maehr and Meyer,1997). This will make a person aware and then take steps to eliminate bad things and fix them and increase self-confidence, stay away from self-blaming.

Self performance describes how a person evaluates how well they performed in a specific job or activity, which is frequently affected by their own internal standards and goals. Self-performance feedback is used by individuals to modify their behavior and enhance their performance, so it is closely related to the concepts of self-evaluation and self-regulation.

Self-performance is a crucial component of self-motivation and personal development because it enables people to evaluate their success and make ongoing improvements. Students' self performance practices in the daily life increase their interest and motivation, support them to be more proficient in their own works, promote their self-regulated learning.

The explanation seeking information, self reward, environment control, peer learning, self evaluation, rehearsal, motivational environment control, environment control, self efficacy, self performance, time management, and elaboration strategies above of self-regulation mentioned above for students to know and apply during the process of reading comprehension in order to create ease in understanding a text.

It is essential for students to not only be aware of these strategies but also to actively apply them during the process of reading comprehension. By

doing so, students can improve their ability to comprehend and retain the information presented in a text.

Knowing these strategies is not enough if students do not apply them. For example, a student who knows the strategy of seeking information but does not actively seek out information while reading a text may struggle to understand the material. Similarly, a student who is aware of the strategy of environment control but does not create a conducive study space may find it difficult to focus on the text.

Therefore, it is important for students to not only be familiar with these strategies but also to incorporate them into their reading comprehension process. By doing so, students can improve their reading comprehension skills, retain information more effectively, and ultimately achieve academic success.

After developing these strategies of self-regulation in reading comprehension, learners can become more independent and self-directed in their learning process. By choosing which strategies to use and applying them effectively, learners can take ownership of their learning and achieve their goals more efficiently.

The process also helps learners to become aware of their own strengths and weakness, which can lead to a deeper understanding of how they learn best. Ultimately, the goal of developing self-regulation strategies is to equip learners with the tools they need to become lifelong learners who are able to adapt to new situations and continue growing and developing throughout their

lives.

That researchers have conducted a study to identify the strategists that using of students 29% students using self reward strategy, 37% students using time management, 29% students using peer learning, 29% students using seeking information, 37% students using self evaluation, and 35% students using self efficacy strategy, 31% students using elaboration, 27% students using rehearsal, 19% students using environment control, 14% students using self performance strategy, 30% students using motivational environment control of self-regulation in reading comprehension. Student using the strategy since it is positive sign that they are taking responsibility for their academic success and are willing to invest the time and effort needed to achieve their goals.

Overall, the study underscored the diverse range of strategies utilized by students to enhance their reading comprehension skills. By understanding and embracing these strategies, educators and individuals can better support students in their academic journeys and promote effective learning techniques.

2. The Level of Self Regulation Strategies in Reading Comprehension used by Students

Mokhtari and Reichard (2002) provided the scoring guidance that assist to find out the averages of overall strategies used by students. After analyzing the data, the researcher found that the students of the third semester of English education study program at Antasari State Islamic

University Banjarmasin have a positive understanding of self-regulation strategies in reading comprehension. This suggests that these students possess the fundamental skills needed to achieve a high level of reading comprehension.

The eleven indicator of strategies were concerned, the students showed a high level strategy use, with seeking information, self reward, environment control, peer learning, self efficiency, self performance, time management and elaboration strategies with the mean score of 3.50 as the prime choice. The students employed seeking information, self reward, environment control, peer learning, self efficiency, self performance, time management and elaboration strategies when they are directly dealing with reading comprehension. In other words, thus strategies are a way that students use and often successful at reading comprehension.

The other strategies used by student are self evaluation, rehearsal, and motivational environment control strategies with the mean score of 3.33. It means that the students did not tend to have less mechanical strategy as the result of self regulation in reading comprehension were less used by the students. It can conclude that student will choose the strategies suitable with themselves because the strategies is related to their obligation. That statement relevant to Wijaya (2022) EFL learners will be more adapted of earnestly thoughtful on their ongoing learning experiment leading them to capitalize on various strategies beneficial to magnify their learning effectiveness.

Based on the result of the study which has been discussed in the previous part indicated that overall mean score of student in using self regulation in reading comprehension showed a relatively moderate overall usage with the mean 3.46. The study revealed that the level of students in using self regulation in reading comprehension was at a moderate level.

At a moderate level, the student demonstrates a basic understanding of self-regulation strategies and can employ them to some degree. They may be able to set goals for their reading, engage in pre-reading activities such as previewing the text or activating prior knowledge, and use strategies like highlighting or note-taking to aid comprehension. They may also be able to monitor their comprehension by asking themselves questions, summarizing the main ideas, or reflecting on their understanding. However, their self-regulation skills may still be developing, and they may require support or guidance from teachers or peers to consistently apply these strategies effectively.

They may not yet be proficient in using a wide range of advanced self-regulation techniques, such as self-questioning, making connections, or evaluating their own comprehension. Overall, a moderate level of self-regulation in reading comprehension suggests that the student has acquired some foundational skills and is on the path toward becoming a more independent and effective reader through the continued development and refinement of their self-regulation abilities.