

# CHAPTER I

## INTRODUCTION

This research will elaborate background of the study, research questions, research purposes, research significances, research limitation, research framework and previous research.

### **A. Background**

The number of texts available in various languages especially in English has increased along with technological developments around the world. With the progress of information and communication technologies (ICT) in supporting reading, online reading has appear quickly and cause changes in human reading behavior (Chen et al., 2020). Kiili & Leu (2019) stated that an essential aspect of learning from online information is the ability to synthesize or integrate ideas from multiple online texts.

Independent learning strategies have emerged quickly and have caused changes in human reading behavior in support of reading. One potential instructional strategy that has demonstrated promise in supporting and teaching reading among students is self-regulated strategy (Sanders et al., 2019). Self-Regulated Learning (SRL) refers to students' ability to manage their learning behaviors in their learning by setting goals, monitoring and controlling their understanding (Daniel et al., 2016).

Based on researcher's limited observation, the senior high school students are still struggling in interpreting text. They are given texts that they do not like and do not fit their level of ability. Therefore, they tend to have less motivation to read. Thus, the researcher will explore students' perception by introducing to a reading strategy and see their response after learning an online reading through self-regulated learning.

There are some researches regarding online reading using Self-Regulated Learning strategy. First, a research by Chen (2017) confirmed that these upper-elementary school students' parental education affects their SRL ability, webpage information retrieval ability, and digital reading communication ability. Second, a

study by (Martinez et al., 2019) found that for school-aged boys, it could be argued that a willingness and ability to focus on reading online tasks in Self-Regulated Learning, is generally lower than for their female peers. However, this research is different from previous research. While the previous research have focused on SRL online reading class and parent involvement; and combining SRL and online method only for school aged boys. This research focuses on students learn to regulate their learning independently. This research is not limited to investigate an online class as a reading strategy but also investigate students' perception toward the strategy and its impact to their reading skill.

This research is aimed to explore students' responses toward learning interpreting reading skill through Self-Regulated Learning Strategy in online reading class. This study will be conducted at third grade students of SMA Plus Al-Hasan Banjarsari. Due to the reasons, this research entitles **“Students' Response toward the Use of Self-Regulated Learning Method in Online Reading Class”**.

## **B. Research Questions**

From the research background, the research problems are formulated into the following questions:

1. How is Self-Regulated Learning applied in online reading class?
2. How are students' responses on learning toward Self-Regulated Learning in online reading class?

## **C. Research Purposes**

Based on the research questions, this research aimed to:

1. To describe the applications of Self-Regulated Learning in online reading class.
2. To find out the students' responses on learning toward Self-Regulated Learning in online reading class.

## **D. Significance of Research**

The results of this study are expected to be a reference for other researchers in developing students' ability to learn English especially reading lessons using the Self-Regulated Learning (SRL) in online reading class. Moreover, this research is

expected can be a reference for teachers to expand teacher skills in applying effective reading learning methods through this method. Practically, this research gives significance to:

1. Students

The results of this research are expected can make students easier to learn English, especially reading lessons using the SRL in online reading class.

2. Teachers

The results of this research are expected to make it easier for teachers to develop reading learning methods to be better using the SRL method and can develop students' potential in reading abilities.

Theoretically, this study can give beneficial information about teaching reading by using SRL in online reading class. Moreover, the researcher expects that this study can be developed better in the future.

#### **E. Limitations of the Study**

The target of this study is to see the students' responses of online reading class toward Self-Regulated Learning Strategy in teaching interpretative reading skill. The reading material will be used is Narrative text and Analytical Exposition Text. The researcher will explore students' perception by introducing to a reading strategy in online class and see their response after learning an online reading through Self-Regulated Learning. The cooperative learning will be used to support the reading process through reading club.

#### **F. Research Framework**

In the 21<sup>st</sup> century, technology brings a great changes to our learning and reading (Li, 2020). It supported people to read learning material in the Web (Cabada et al., 2018). Online reading skill is crucial for 21<sup>st</sup> century of society, both in occupational and private context (Naumann, 2015). Online reading is gradually becoming one of the main ways in which students obtain information, so researchers are interested in how students read in an online environment (Gilleece & Eivers, 2018). An online class tutorial learning system can create a virtual

educational environment that is based on the scientific evidence (Jiménez & O'Shanahan, 2016). Chen et al. (2014) as cited in Jan et al. (2016) developed digital reading with Self-Regulated Learning (SRL) mechanism to facilitate learners in contributing rich and high-quality annotations in order to enhance students' reading comprehension of reading English-language texts. According to Anderson (2008), On receiving a detailed document from the students in online learning, teacher will set to work and assured that:

- The instructional design of online learning materials are stable.
- These instructional design will meet internal and external standards of quality, usability, and interoperability.
- Appropriate media have been selected to meet these standards.

According to Corral et al. (2012) as cited in Jiménez & O'Shanahan (2016), reading is a prime survival skill and those who have reading difficulty in early grades continue to struggle in school and in life. Reading is an important skill for academic achievement in every level of education. Reading plays an important role for the students' academic success because texts related to new knowledge, innovation, science, and technology are largely written in English (Khamkhong, 2017). Reading involves several sub-skills. Collins & Cheek (1993) divided reading comprehension into three skill-levels: literal skills, interpretative skills, and critical skills. Interpretative skills include integrating, interpreting, and inferring ideas, concluding and making generalizations (Khamkhong, 2017). Similarly, most reading literature under the cognitive approach view reading literacy as the readers' abilities to access and retrieve the information from the texts to interpret and integrate the retrieved information (Khamkhong, 2017). To interpret a text, one must first be able to literally comprehend it, and to criticize the text, one must first be able to interpret it (Khamkhong, 2017)

One potential instructional strategy that has demonstrated in supporting and teaching reading comprehension skills among students is Self-Regulated Strategy (Sanders et al., 2019). Self-regulation skills allow students to independently think about a task before beginning and then self-monitor their progress, ultimately

completing the task. (Sanders et al., 2019). The SRL model poses a viable means to promote reading comprehension (Jozwik et al., 2019). According to Brown (2002) as cited in Oruç & Arslan (2016) Self-Regulated Learning is necessary to develop reading comprehension, because poor readers confront difficulties in choosing and using different strategies. So, these strategies need to be taught to these students. Cirino et al. (2017) stated that a number of brief training studies using Self-Regulated Learning principles have also shown effectiveness in improving reading comprehension (e.g., Antoniou & Souvignier, 2007; Berkeley, Mastropieri, & Scruggs, 2011; Mason, 2013; Miranda, Villaescusa, & Vidal-Abraca, 1997; McGee & Johnson, 2003; Zentall & Lee, 2012).

Self-Regulated Learning (SRL) refers to students' ability to organize their learning behaviors by setting goals, monitoring and controlling their cognition to appropriately transform their mental abilities into actual performances for goal attainment (Daniel et al., 2016). Zimmerman, 2002; Jansen et al. (2020) proposes three cyclical phases of self-regulation: the forethought phase, the performance phase, and the self-reflection phase.

1. The forethought phase refers to task analysis enclosing goal setting and strategic planning, together with such self-motivational beliefs as self-efficacy, task interest and goal orientation.
2. The performance phase, according to Zimmerman (2011) as cited in (Nakata, 2019), classify task strategies, willing strategies, self-instruction, imagery, time management, help-seeking, interest enhancement and also the self-observation that compatible to metacognitive monitoring.
3. The final phase is self-reflection, which includes self-judgement, where an individual evaluates his/her learning implementation and makes causal attributions to the results, as well as self-reaction feeling disappointment or gladness at achievement or having adaptive/defensive strategies.

Learners start with the forethought phase where they are twisted with self-motivation beliefs and task analysis. They make plans and set goals before performing on a reading task. Self-motivation beliefs influence these goals and plans. After the forethought phase, learners continue to the performance phase

where they carry out their plans by practicing self-control and self-observation. To effectively learn, learners manage their time, structure their environment, and apply useful learning strategies. In addition, they monitor their learning progress. The self-reflection phase comes after the performance phase. Learners evaluate their learning progress based on the information obtained from metacognitive monitoring in the performance phase and the feedback they are given. Learners reflect on their goals, strategies and plans, and use these information to form new plans and goals. (Wong et al., 2019)

According to Zimmerman & Schunk (2001) as cited in De Smul et al., (2018), students use reading strategies effectively has become a necessary practice of instructions in schools, that can be met through Self-Regulated Learning (SRL). Self-regulated learners are able to determine their learning goals and overtake actions of knowledge constructions on their own initiative (Xiao & Yang, 2019).

Self-Regulated Learning has several beneficial results, for instance, self-management of thinking, deeper understanding, self-controlling, personal awareness of different ways of learning and focusing on process of learning (Kamgar & Jadidi, 2016). Readers actively construct meaning while reading by using different strategies such as integrating main ideas, gathering information across text and generating inferences (Kolić-Vehovec et al., 2008). In SRL, learners are free to study what, when and where they like (Jansen et al., 2020)

## **G. Previous Research**

There are several research results deal with the implementation of Self-Regulated Learning strategies that will be elaborated below.

The first previous research is by Chen (2017). The purpose of this study was to explore the factors affecting digital reading literacy among upper-elementary school students. A 3-stage stratified cluster sampling was implemented that resulted in a sample of 592 upper-elementary students from 29 classes in 7 schools. Self-Regulated Learning Strategies Assessment (S-RLSA), Digital Reading Literacy Assessment (DRLA), and student reports of their parents' education backgrounds were used to collect data on the outcome and predictor variables. Interpretation of these data involved two highly regarded statistical techniques. First, structural



equation modeling was used to explore relationships amongst the constructs. Second, multi-group invariance (MI) analyses were used to assess the influence of parental education and self-regulated learning strategies on students' digital reading literacy. The result shows that enriching students' family learning resources and strengthening their self-regulated learning abilities could have very important influences on promoting upper-elementary school students' digital reading literacy -webpage information retrieval, reading and communication abilities. This study also provides information on how teachers can address student resources to improve digital reading literacy and self-regulated strategies.

Second, a research by Martinez et al. (2019) found that for school-aged boys, it could be argued that reading orientation, i.e., a willingness and ability to focus on reading tasks, is generally lower than for their female peers. Boys' low reading orientation contributes to a gap in reading achievement and leads to many boys being labeled as reluctant readers. Focus groups and participant observations in Self-Regulated Learning were employed to examine the participants' reading engagement behaviors. Analysis of the data revealed that the boys were purposeful in the selection of titles they found relevant thus allowing for self-regulated learning. Based on study findings, recommendations are made to assist administrators and teachers in creating learning environments that bolster reading engagement among students, including those that have been labeled as reluctant readers.

However, this research is different from previous research. While the previous research have focused on SRL online reading class and parent involvement; and combining SRL and online method only for school aged boys. This research focuses on students learn to regulate their learning independently.