SELF-REGULATED LEARNING STRATEGY DEVELOPMENT ON ENHANCING STUDENTS READING COMPREHENSION SKILLS

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(Received: August 23, 2023; Reviewed: August 25, 2023; Accepted: September 05, 2023; Available online: September 14, 2023; Published: September 14, 2023)

ARTIKEL INFO

Abstract. This conceptual paper explores the importance of self-regulated learning strategy development in enhancing students' reading comprehension skills. It presents an overview of empirical research conducted in this area, emphasizing the impact of metacognitive self-regulated strategies on students' comprehension, engagement, and overall academic success. The paper discusses the Self-Regulated Strategy Development (SRSD) model as a framework for implementing self-regulated learning strategies in reading instruction. The six stages of SRSD, including developing background knowledge, discussing, and modeling the strategy, memorizing it, supporting its use, and establishing independent practice, are outlined as a comprehensive approach to fostering metacognitive awareness and self-regulation in reading. This paper underscores the importance of incorporating self-regulated learning strategies into reading comprehension to empower students as independent, metacognitive readers. By equipping students with cognitive and metacognitive tools, educators can foster a lifelong love for reading and enhance students' comprehension abilities, leading to academic success and continued growth as self-regulated learners.

INTRODUCTION

The ability to comprehend written material is a fundamental academic proficiency that is essential for students at the university level. The attainment of success in the majority of academic disciplines is contingent upon the aptitude of students to engage in the process of reading, comprehending the material, and
subsequently utilizing the acquired knowledge to facilitate their future learning endeavors (Hermida, 2009).

Undergraduate students studying a second language (L2) encounter a diverse range of reading materials during their academic pursuits, which may occasionally surpass their level of proficiency. L2 and subject matter teachers often make the mistaken assumption that students have the cognitive and metacognitive skills they need to deal with the understanding problems they face.

Therefore, it is infrequent for students to obtain the necessary support they require (Tasneem, 2022). Undoubtedly, this perspective has led to students encountering deficiencies in their reading comprehension, as evidenced by their insufficient capacity to respond comprehensively to inquiries that assess their profound understanding of the textual material. L2 learners, lacking the essential reading strategies, tend to develop unfavorable attitudes towards activities related to reading comprehension (Gottardo et al., 2021).

Self-Regulated Learning (SRL) strategies have been identified as a crucial element in improving reading proficiency, particularly in comprehending expository material and deciphering its intended significance (Kumi-Yeboah, 2012). L. S. Teng (2021) stated that the capacity to fully comprehend a written text is contingent upon the implementation of appropriate self-regulated learning (SRL) tactics, such as establishing objectives prior to reading, overseeing one's progress, and modifying one's reading approach to achieve these objectives.

Furthermore, the two critical components of a prosperous reading process have been identified as an individual's consciousness and supervision of their comprehension process (Manh Do & Le Thu Phan, 2021). Metacognition encompasses two facets that can be conceptualized “as the knowledge of the reader’s cognition about reading and the self-control mechanisms they exercise when monitoring and regulating text comprehension” (Mokhtari & Reichard, 2002).

Despite the provision of metacognitive monitoring instruction, there exists a significant disparity in reading performance between students who meet expected achievement levels and those who exhibit disinterest in reading within L2 classroom settings (Ruddell & Unrau, 2004).

Numerous reading challenges and difficulties have been identified in the context of English as a Foreign Language (EFL) in Indonesia, as per research findings. These challenges and difficulties are encountered by Indonesian students. The challenges in question have been ascribed to prevailing pedagogical methodologies, including inadequate

Additional factors that contribute to students' reading comprehension difficulties include their personal characteristics, such as inadequate familiarity and utilization of effective strategies for managing their reading comprehension process, as well as insufficient levels of interest and motivation towards reading (Alsamadani, 2009; Awad, 2002). The present study aimed to examine the impact of Self-Regulated Strategy Development (SRSD) on enhancing the reading comprehension abilities of Indonesian students who are pursuing a degree in English.

This study holds importance due to its potential impact on university students by providing them with learning strategies that promote autonomy and lifelong learning, which aligns with the fundamental principles of utilizing SRSD. This research holds importance in terms of its impact on the field of EFL/ESL teaching methodology.

The objective of this research is to enhance the comprehension of self-regulated reading and reading comprehension in the context of university students. Additionally, the manuscript exhibits the potential to provide a significant contribution to the domain of L2 reading strategy research by scrutinizing the cognitive-oriented attributes of self-regulated reading procedures.

This can furnish reading educators with empirically supported metacognitive self-regulatory reading techniques that are associated with proficient reading comprehension. Consequently, educators have the ability to strategize and implement appropriate instructional and educational activities to facilitate their pupils' comprehension of written material.

**INTERACTIVE COGNITIVE PROCESSES IN READING COMPREHENSION**

The activity of reading is a multifaceted process that involves active engagement between the reader and the text, wherein the reader establishes connections and interprets concepts presented in the text. The aforementioned procedure necessitates the implementation and amalgamation of multiple cognitive processes (Kendeou et al., 2014).

During the process of reading, a distinct amalgamation of cognitive strategies is employed by the reader each time they come across novel information. The implementation of appropriate tactics at opportune moments is a crucial aspect of proficient reading. Thus, it is imperative to comprehend the limitations of cognitive
strategies for readers who experience difficulties and explore ways to enhance the efficacy of these strategies (Rapp et al., 2007).

The complexities of the reading process are encapsulated by theoretical models that explicate the diverse linguistic and cognitive mechanisms involved. Reading comprehension entails two main categories of cognitive processes: lower-level processes that encompass the transformation of written codes into meaningful linguistic units, and higher-level processes that involve the amalgamation of these linguistic units into a cohesive mental representation (Fuchs et al., 2019).

The predictive ability of a student's reading comprehension level can be attributed to the reading comprehension processes at both higher and lower levels, operating independently (Kendeou et al., 2009), the automation of lower-level processes facilitates the provision of greater mental resources to the higher-level reading process (Luna et al., 2004).

It is widely believed that the effectiveness of reading comprehension is predicated on the learners' awareness of their cognitive processes and their metacognitive comprehension of them, along with their ability to regulate these processes (Edossa et al., 2019; Schneider, 2015).

**SELF-REGULATED LEARNING AND READING COMPREHENSION**

Numerous academic studies posit that self-regulation is a fundamental aspect of academic pursuits and is regarded as a crucial factor in both learning and personal growth (Zimmerman & Schunk, 2011). The research is centered on the importance of teachers as essential social models and learners as proactive and self-directed seekers in all learning endeavors.

The concept of Self-Regulated Learning (SRL) has been defined by numerous researchers in diverse manners. Nevertheless, the fundamental notion that underpins SRL is closely related, regarding the achievement of particular learning goals, the implementation of a combination of metacognitive, cognitive, motivational, and behavioral strategies is relevant, while assuming that these processes have a reciprocal causal relationship (Zimmerman, 2008).

The implementation of self-regulation strategies is crucial in facilitating learners' comprehension. In order to achieve a thorough understanding of a written text, it is necessary for students to engage in metacognitive monitoring and management of their reading practices (Thiede & de Bruin, 2018).

The present study focused on metacognitive strategies, as they possess
the capacity to impact the procedure of comprehending written material. The latter is widely regarded as a multifaceted cognitive ability that necessitates the reader's metacognitive consciousness. According to scholarly discourse, the extent to which students are actively involved in introspective contemplation regarding their own cognitive processes, the inherent characteristics of learning tasks, and the sociocultural environments in which they are situated, is indicative of their level of metacognitive awareness (Cleary & Zimmerman, 2012).

Readers who are effective in their reading comprehension utilize metacognitive strategies. They are aware of their personal strengths and weaknesses and develop methods to overcome their weaknesses. The utilization of metacognitive strategies is observed across various stages of the learning process, which can be classified into distinct categories such as objective establishment and preparation, self-assessment, structuring and self-evaluation (Zimmerman, 2000).

SELF-REGULATED STRATEGY DEVELOPMENT AND READING COMPREHENSION

The Self-Regulated Strategy Development (SRSD) is a pedagogical methodology that aims to facilitate students' acquisition, utilization, and assimilation of the strategies utilized by proficient learners (TEAL Center Fact Sheet, 2019). The approach in question incorporates self-regulation into reading strategy instruction, thereby prompting students to engage in monitoring, evaluation, and revision of their reading. The SRSD instructional method comprises six stages that facilitate the cultivation of metacognitive self-regulated reading strategies among students (Mark) Feng Teng, 2020):

Stage 1. “Develop and activate students’ background knowledge” (Graham & Harris, 2009, 125). In this stage, teachers help students activate their prior knowledge and build a foundation for learning. This involves introducing the topic or text, discussing relevant concepts, and helping students understand the purpose and importance of the reading task. By establishing background knowledge, students can better connect new information to what they already know.

Stage 2. Discuss it: In this stage, teachers engage students in a discussion about the reading strategy they will be using. They explain the strategy's purpose, steps, and benefits. Students have the opportunity to ask questions, share their thoughts, and clarify their understanding. The discussion fosters metacognitive awareness by helping students understand the thinking processes involved in effective reading comprehension.
Stage 3. Model it: In this stage, teachers demonstrate the strategy by explicitly modeling its use. They think aloud, verbalize their thought processes, and demonstrate how to apply the strategy while reading a text. By observing the teacher's modeling, students gain insights into the metacognitive processes involved in effective reading comprehension.

Stage 4. Memorize It: In this stage, students engage in activities to internalize and memorize the steps of the strategy. This may involve repetition, practice, and the use of memory aids such as mnemonics or visual cues. By memorizing the strategy, students develop automaticity in its application, which frees up cognitive resources for higher-order comprehension processes.

Stage 5. Support it: In this stage, teachers provide scaffolding and support to help students apply the strategy independently. And also, teachers provide scaffolding and support to help students apply the strategy independently. They offer prompts, cues, graphic organizers, or other tools to guide students' thinking and application of the strategy. This support gradually reduces as students gain proficiency and become more independent in their metacognitive reading strategy use.

Stage 6. Independent performance: In this final stage, students engage in independent practice of the strategy during reading activities and assignments. They apply the strategy on their own, monitoring their comprehension, making connections, and adjusting their reading strategies as needed. Teachers monitor students' progress, provide feedback, and encourage self-reflection to promote metacognitive awareness and self-regulation.

Through these stages, the SRSD model provides a structured framework for developing students' metacognitive self-regulated reading strategies. The explicit instruction, modeling, scaffolding, and independent practice all contribute to students' metacognitive development, empowering them to monitor and regulate their reading comprehension processes effectively.

Overall, the SRSD approach to reading comprehension equips students with a repertoire of strategies and the metacognitive skills necessary to become active, self-regulated learners. By empowering students to take control of their reading process, SRSD supports their development as skilled and independent readers.

CONCLUSION

The conceptual paper highlights the significance of self-regulated learning strategy development in enhancing students' reading comprehension skills. The empirical research reviewed in this paper demonstrates that incorporating self-
regulated learning strategies in reading instruction positively impacts students' metacognitive abilities, engagement, and overall reading comprehension outcomes.

Through the implementation of the Self-Regulated Strategy Development (SRSD) model, educators can guide students through a systematic and structured approach to develop their metacognitive self-regulated reading strategies. The six stages of SRSD, including developing background knowledge, discussing, and modeling the strategy, memorizing it, supporting its use, and establishing independent practice, provide a comprehensive framework for fostering metacognitive awareness and self-regulation in reading.

The findings indicate that students who receive explicit instruction, modeling, and practice in self-regulated learning strategies demonstrate improved reading comprehension skills. Metacognitive strategies such as goal setting, monitoring comprehension, making predictions, summarizing, and self-assessment empower students to actively engage with the text, monitor their understanding, and make adjustments to enhance comprehension.

Moreover, the integration of social strategies and collaborative learning environments promotes meaningful discussions, peer interactions, and alternative perspectives, which further deepen students' understanding and critical thinking skills.

While the empirical research reviewed in this paper has provided valuable insights into the effectiveness of self-regulated learning strategy development on enhancing students' reading comprehension skills, further research is warranted to explore the specific instructional approaches, age-related factors, and contextual variations that may influence the implementation and outcomes of self-regulated learning strategies in reading instruction.

In conclusion, the integration of self-regulated learning strategies into reading instruction holds great promise for empowering students to become independent, metacognitive readers. By equipping students with the necessary cognitive and metacognitive tools, educators can foster a lifelong love for reading and enhance students' comprehension abilities, paving the way for academic success and continued growth as self-regulated learners.

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