THE RELATIONSHIP BETWEEN SELF-REGULATED LEARNING STRATEGIES AND READING COMPREHENSION IN NARRATIVE TEXT

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ABSTRACT

The purpose of this study was to determine (1) the students' SRL strategies at SMP N 5 Palembang, and (2) whether or not there was a significant correlation between Self-Regulated Learning Strategies (SRL) and reading comprehension in narrative text at SMP N 5 Palembang. This study's population and sample were students in the eighth grade at SMP N 5 Palembang. The sample size was 46 students, chosen using a non-random sampling technique. To collect data, students were given a questionnaire about self-regulated learning (SRL) strategies and a reading comprehension test. The data was analysed using correlation analysis. Based on the statistical analysis, the correlation coefficient or R-value (0.631) was found to be greater than r-table (0.245). The significance level (p) (sig.2-tailed) was then 0.000. This indicates that the p-value (0.000) was less than 0.05. It is possible to conclude that there was a highly significant correlation between the students' self-regulated learning strategies and reading comprehension in narrative text.

Introduction

English is a significant language utilized in international politics, as well as a medium of information flow in science, technology, and culture. English is taught as a foreign language in Indonesia. Language plays an important part in the intellectual, social, and emotional growth of learners, and determination is the key to success, and learning in all areas of study, not just as a subject, a curriculum in language.

English is one of the world's most widely spoken languages (Crystal, 2003). It signifies that English is a worldwide language because many countries utilize it as their native or first language and second language.

According to Lie, English is taught and used as a foreign language in Indonesia (2007). In other words, the Indonesian language is used as the first language, and English is used as a second language. In countries where English is not the first or second language, it is taught or learned as the first foreign language for practical communication purposes. However, English was used for communication, particularly between speakers who spoke in different native languages. English is taught from kindergarten through university. As a result, everyone should be able to communicate in English.

Writing, speaking, listening, and reading are the four skills required for the English teaching learning program. Reading is an important language skill. To provide people with a wealth of information. Reading makes you smarter and more creative. According to Kam (2002), reading causes the reader's brain cells to work on a regular basis, which keeps the reader sharp and smart.

Reading comprehension is the result of a complex interaction between automatic and strategic cognitive processes that allows the reader to form a mental representation of the text (Van Den Broek & Espin, 2012). Some students become bored while comprehending the text and constructing meaning from it.

In fact, understanding is dependent not only on reader qualities such as prior knowledge and working memory, but also on language processes such as fundamental reading abilities, decoding, vocabulary, text structure sensitivity, inferencing, and motivation. Furthermore, learners should use prior knowledge and memory to better their linguistic process.

In terms of effective methods for boosting reading comprehension, a number of recent research have discovered that motivational variables are associated to scholastic achievement and performance, particularly reading comprehension (Khajavi & Abbasian, 2013). As a result, identifying methods that contribute to learners' motivating variables appears to be beneficial in increasing reading comprehension.

One of the motivating aspects is self-regulation. Self-regulation, according to Zimmerman (2002), is one's ability to develop thoughts, feelings, and actions that result in achieving one's goals by applying some information gained from prior performances; this is a cyclical process. Self-regulated learners excel at completing learning materials because they employ a variety of learning and metacognitive strategies.

There has been some prior research that is relevant to this topic. The first is entitled "The relationship between self-regulated learning strategies and academic achievement in a Turkish EFL setting" 2013 and was written by Banu Inan Kocaeli University in Turkey. The goals were to (1) explore the association between students' self-regulated learning practices and their Grade Point Average (GPA) score in an ELT program, and (2) identify qualitatively perceived self-regulated learning traits of successful and failed participants.

This study's population and sample were 240 students from Kocaeli University in Turkey. This study utilized a descriptive strategy. The findings of this study revealed a substantial positive link between three characteristics of self-regulated learning strategies (motivation, action to learning, and planning) and the participants' Grade Point Average scores. The usage of Self-Regulated Learning (SRL) Strategies is shared by this earlier study and the writer's study. The sample and variable vary between this study and the writer's study.

Abiy Yigzaw wrote the second study, "The impact of students' self-regulated language learning on their reading achievement in Ethiopian high schools: Grade 9 in focus." The goal was to see if motivating attitudes and self-regulated learning practices were

important determinants of reading achievement in high school pupils. This survey included 2000 students from Tana Haiq and Fasilo High Schools in Bahir Dar Town. This study's sample consists of 120 ninth-grade students from Tana Haiq and Fasilo High Schools in Bahir Dar Town.

The researchers discovered that directing students toward a process or product goal increased reading comprehension and self-efficacy more than general goals, and that combining process goals with verbal feedback increased reading comprehension and self-efficacy even more (Schunk & Rice, 1991).

Furthermore, based on observations made by writers at SMP N 5 Palembang in September 2022, the writers identified various reading challenges among seventh-grade students. The eighth graders students at SMA N 5 Palembang were having difficulty creating and developing the meaning of the text. They had still not known and had been perplexed when confronted with unusual reading texts that made them feel bored and not focus while reading, causing them to have problems constructing and developing meaning from the reading text. This is affected by their inability to develop and regulate their own strengths.

Recognizing the importance of self-regulated learning strategies in their reading comprehension, the researchers would like to conduct the research titled "Self-Regulated Learning Strategies and Reading Comprehension in Narrative Text at The eighth graders of SMP N 5 Palembang" to determine whether there is a correlation or not between Self-Regulated Learning (SRL) strategies and reading comprehension in the narrative text of the seventh graders.

The following are the problems solved by the current research: (1) What were the students' SRL techniques at SMP N 5 Palembang's eighth graders, and (2) Was there a correlation between Self-Regulated Learning (SRL) strategies and reading comprehension in the narrative text at SMP N 5 Palembang's eighth graders?

The Concept of Self-Regulated Learning Strategies

Self-regulated learning (SRL) is a multidimensional concept that confines self-regulation to the realm of success. Students who have successfully self-regulated their learning are actively engaged in the process of knowledge acquisition and participate in activities that allow them to strategically adapt their behaviour, personal processes, and environment to support meaning making and goal attainment (Schunk & Zimmerman, 2007). These three components are critical in influencing students' academic achievement:

(1) SRL includes metacognitive methods that students utilize to plan, monitor, and rearrange their cognition.

(2) Students may be monitoring and controlling their efforts to complete curricular and academic responsibilities.

(3) It might be used by students to learn, retain, and fully comprehend curriculum subjects. As a result, their cognitive strategies are strengthened.

Finally, self-regulated learning refers to how students can strategically manage and adjust their behaviours, personal processes, and environments, such as organizing, goal-

setting, planning, self-evaluating, information seeking, record keeping, self-reflecting, self-monitoring, and review, in order to achieve process goals learning.

The Concept of Reading Comprehension in Narrative Text

Comprehension is an active mental process. When one reads something, he actively participates in understanding the writer's intended meaning by predicting, assessing, picking significant details, organizing, and so on. In this scenario, the reader's prior knowledge is an important component that influences comprehension. Durkin (1993) and Marzona and Ikhsan (2019) defines comprehension as the essence of reading and the active process of generating meaning from text. Snow (2002, p. 11) defines reading comprehension as the process of concurrently extracting and producing meaning through interaction and involvement with written language.

According to Oakhill et al. (2015, p. 1), reading comprehension is vital not only for understanding a text, but also for broader learning, academic performance, and employment. Reading comprehension is very essential in our social lives. In a nutshell, reading comprehension is the interaction of readers with written material to extract meaning, message, or information.

The Concept of Narrative Text

A narrative is a story that portrays related events and can be classified as nonfiction (New Journalism, creative nonfiction, biographies, and historiography) or fiction proper (literature in prose, such as short stories and novels, poetry, and theatre). According to Pardiyono (2007, p. 9) and Hyvärinen et al. (2013), narrative text is a type of literature that tells about previous events with a focus on problematic experiences and resolution in order to entertain and teach the reader. Anderson & Anderson (2003, p. 8) define narrative as "a piece of text that tells a story and entertains or informs." It usually includes a lot of incidents as well as an issue that the characters must solve.

A hypothesis is a theory or set of propositions advanced as an explanation for the occurrence of a specific group of occurrences, either as a provisional guess to guide some inquiry or as highly probable in light of known evidence.The hypothesis of this study was proposed in the form of null and research hypothesis below:

Ho: There was no significant correlation between Self-Regulated Learning (SRL) strategies and reading comprehension in narrative text at the eighth graders of SMP N 5 Palembang.

Ha: There was a significant correlation between Self-Regulated Learning (SRL) strategies and reading comprehension in narrative text in the eighth graders of SMP N 5 Palembang.

Method

Correlational research was used in this research. Correlational research is sometimes referred to as a type of descriptive research to describe an existing correlation between two variables, according to Fraenkel et al. (2012, p. 91) and Best and James (2016), The writers

goal in this study is to discover the students' relationship with self-regulation and reading comprehension in narrative texts.

Fraenkel et al. (2012, p. 91) define sampling as the process of selecting one individual from a population. Total sampling from a non-random sample technique was utilized by the authors. The selection of population elements as samples can be attributable to chance or to other factors planned in advance by the researchers. Total sampling is the utilization of all members of the population as samples. By considering the number of populations to be researched, the total number of samples was 46 students drawn from VIII 1 (24 students) and VIII 2 (22 students).

The researchers utilized a test for variable reading comprehension and a questionnaire for variable Self-Regulated Learning (SRL) strategies to collect data. and descriptive statistics and correlational analysis were applied to analyses the data.

Results and Discussion
Result

The results of the students' self-regulated learning use and reading comprehension in narrative material. In inferential analysis, the data were computed using SPSS 24 to measure (1) statistical analysis tests as a consideration to determine whether the data reading test was percentage distribution or not, and (2) correlation analysis using Pearson product-moment correlation (PPMC) to determine the correlation between the students' SRL strategies and reading comprehension in narrative text.

Descriptive Statistic of Reading Comprehension

The reading test results of eighth-grade learners at SMP N 5 Palembang revealed that none were in a poor category, 10 were ordinary 22%, 28 were good 61%, and 8 were very good 17%. Table 1 describes the data distribution of students' reading comprehension.

Table 1
The Score Distribution Students' Reading Comprehension

Category	Score	Reading comprehension	
		Frequency	**percentage**
Very Good	86-100	8	17%
Good	71-85	28	61%
Average	52-70	10	22%
Poor	36-51	0	0
Very Poor	20-35	0	0
Total		**46**	**100%**

The Result of The Students Self-Regulated Learning Questionnaire

The writers explain the students' degree of Self-Regulated Learning Strategies by categorizing them as very high, high, average, low, and very low, which is converted in Table 2.

Table 2
The Summary of Students' Level of Self-Regulated Learning

Variable	Category	Frequency	Percentage
Self-Regulated Learning	Very high (85-100)	3	7%
	High (68-84)	25	54%
	Average (52-67)	18	39%
	Low (36-51)	0	0
	Very low (20-35)	0	0
Total		**46**	**100%**

Students' self-regulated learning questionnaires were divided into five categories: very high (85-100), high (68-84), average (52-67), low (36-51), and very low (20-35). As shown in Table 10, 3 students (7%) were in the very high category, 25 students (54%) were in the high category, 18 students (39%) were in the average category, 0 students (0%) were in the low category, and 0 students (0%) were in the very low category.

Correlation Analysis of Self-Regulated Learning Strategies and Reading Comprehension

The correlation analysis is used to determine whether or not there is a significant relationship between students' self-regulated learning practices and their reading comprehension. According to the statistical analysis, there was a strong relationship between the students' self-regulated learning practices and their reading comprehension. It is shown in table 3.

Table 3
The Result of Correlation Analysis of Self-Regulated Learning Strategies and Reading Comprehension

Variable	Pearson Correlation Coefficient	Sig.(2-tailed)
Self-Regulated Learning	0.631	0.000

The correlation research found that the correlation coefficient (0.631) was greater than the r-table (0,245). The level of significance (p) with sig.2-tailed was therefore 0.000. That is, the significant value (2-tailed) was less than the alpha value (0.0000.05). There was a substantial relationship between student self-regulated learning and student reading comprehension in narrative material. The hypothesis testing revealed a strong relationship between self-regulated learning strategies (X) and narrative reading comprehension (Y). That is, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

Discussion

The descriptive statistic of the reading comprehension test yielded a minimum score of 60 and a maximum score of 94. The mean reading comprehension score was 77, with a standard deviation of 9.367. According to hypothesis testing, there is a high association between students' self-regulated learning strategies (X) and reading comprehension in narrative material (Y). It indicates that the alternative hypothesis (Ha) was accepted whereas

the null hypothesis (Ho) was rejected. The correlation coefficient between self-regulated learning strategies (X) and reading comprehension in narrative text (Y) was demonstrated by the R-value (0.631), which was higher than the r-table (0.245) based on the results of the product moment correlation analysis. As a result, there was a positive and substantial relationship between self-regulation and reading comprehension in narrative text at the eighth grades of SMP N 5 Palembang.

It is reasonable to believe that self-regulated learning practices can influence reading narrative text grades. This was consistent with the findings of Yigzaw and Fentie's (2013) investigation. In Ethiopian high schools, there was a favorable association found between self-regulated language learning and reading achievement in the ninth grade. It demonstrated that learners' self-regulated learning improves their reading comprehension.

Based on the results of the student's level of self-regulated learning strategies, 3 students (7%) were in the very high category, 25 students (54%) in the high category, 18 students (39%) in the average category, 0 students (0%) in the low category, and 0 students (0%) in the very low category. It influenced the students' reading comprehension scores positively.

Conclusion

It may be summarized that both of the study's problems were resolved. The following are the writers' conclusions: It was discovered that 16 students (35% of the total) used cognitive methods, 19 students (41% used metacognitive strategies, and 11 students (24% used resource management strategies) and Pearson product-moment correlation study revealed that the correlation coefficient or r (0.631) was greater than r-table (0.245) based on the results. The significant coefficient (sig.2-tailed) level of probability (p) was then 0.000. This indicates that the p-value (0.000) was less than 0.05. As a result, there was a highly significant association between students' self-regulated learning practices and eighth-grade reading comprehension students of SMP N 5 Palembang.

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