

# Why is Self-Regulated Learning Strategy Important for Literal Reading? The importance of SRL for Literal Reading

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**Abstract.** Teaching reading involves consideration on implementing the appropriate strategies. University students, who are considered as adult readers, are expected to be able to learn independently supported by an appropriate strategy especially in reading classroom. Literal reading is mentioned as the lowest level of reading comprehension where it is considered effective to implement the Self-Regulated Learning strategy to lead them to be independent learners before dealing with higher level of comprehension. The objective of the study is to present the lecturers' perception on why the SRL is important for Literal Reading students. This study is conducted with case study design where 2 lecturers of literal reading are interviewed to perceive their insight on how SRL is important for Literal Reading when it is implemented. The findings show that the SRL supports students of Literal Reading by helping them acquire the phases and learn how to self-regulate themselves by managing time, evaluating themselves, and reflecting the learning process. The limitations and recommendations are discussed

**Key words:** literal reading; reading comprehension; self-regulate learning.

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## INTRODUCTION

Reading skill mastery is important since reading is more than an activity reading words on a text. Researchers have been working on improving reading skill on students by implementing strategies, techniques, and media. They include a repeated cycle of pretest-treatment-posttest to contribute the process of improving reading skill as one of conducted by Kazemi et al, (2020). The implementation of strategy involving structure awareness to improve EFL students' reading skill was conducted by Shemshadsara et al, (2019). A case study presented by Douglas (2019) worked on developing reading comprehension ability by providing a Reading Lab for students. These show the importance of reading comprehension as a part of reading skill mastery.

Reading skill works with various aspects. This is supported by Oakhill et al, (2015, p.12) presenting that reading skill is divided into the word reading and language comprehension. The former covers the abilities to work with single words out of context while the former works with the abilities to use the words' meaning, comprehending sentences, drawing conclusion, and working with the structure of a text.

Reading skill itself is divided into some levels defining the aspects should be mastered by

students and the learning materials given. This goes along with the study conducted Sari (2015). Literal reading, as the first level, is aimed at the ability to reproduce or retell facts written in a text including words' meaning, the main idea, paraphrasing, and sequencing the events. Interpretive reading is mentioned as the second aiming at the ability to state the significances of a text, compare, conclude, and generalize information including reasoning based on the tone, purposes, attitude. The third is critical level which aims at the abilities to learn, evaluate, and judge based on the evidences, point of views, and truth based on the standards given. The highest level is creative level which includes the ability of getting involved in a text to rethink about ideas by responding with various techniques, forms, styles and structures. This shows how reading skill should be developed by mastering the lower level before getting to the higher ones.

The progress of students' academic achievement can be hindered when they do not master reading skill well since the academic progress in school is related to understanding, analyzing, and applying the information. This is supported by Nanda (2020) in her study where poor reading ability leads to low academic achievement including problem-solving skills, and inhibition in the further learning process. This shows how important reading skill for students is.

Students tend to apply general strategies when working with tasks and learning habits to make them enjoy the reading activities. Meanwhile, they avoid using strategies which involve teachers and control their tasks that show higher proficiency. This is considered helpful in terms of digital era where the learning activities are not conducted face-to-face.

Lecturers who are familiar with the subject and the demands of students should organize the instructions. They must be tailored to the learning methodologies used and the learning styles of the students. Many factors must be considered, including the learners' motivations, abilities, and interests Ismajli & Imami-Morina (2018). This case must be resolved by employing a variety of reading-skills-teaching tactics.

The independent learning method is one of the strategies examined in this study. As part of higher education, this technique is deemed appropriate for university students. Learners or students are active in this technique from the beginning of setting the learning goal to the end of evaluating the process. In today's world, where everything is going digital, independent or self-learning can be a good option. In terms of learning guidance for students, a handout that can be shared/delivered online is considerable.

In light of the foregoing, reading instruction focuses mostly on how students can develop critical thinking and collaborative work in order to increase their autonomy. This is based on a study by Burns (2018, p.168), who describes activities in a reading classroom that are divided into three stages: pre-reading, during reading, and after reading. It demonstrates that the three stages of the SRL method, known as independent learning and phases, can be utilized to improve students' critical thinking, especially when the cycle is combined with a collaborative setting to increase students' autonomy.

Self-Regulated Learning (SRL) is an approach for achieving independent learning goals in which students are expected to be able to design their own learning schedules, track their progress toward their objectives, and reflect on their success. SRL is divided into three parts, the first of which is known as Forethought and Planning. The goal of this phase is to encourage students to create goals for themselves in terms of how much time they will spend on a task, how much they will accomplish, and how they will accomplish it. The second phase is the Performance Monitoring phase, in which students put the approach they chose in the previous phase into practice and

assess how well it aids them in completing the assignment. Students can use self-monitoring activities to determine whether they need to change their techniques or request assistance from classmates or the lecturer. The final phase is Reflection on Performance, in which students analyze their strategy and execution in order to begin a new cycle of learning.

By referring to plans and behaviors of students to achieve learning goals, the Self-Regulated Learning technique has been adopted to teach reading comprehension and has been demonstrated to be beneficial in enhancing students' capacity in reading comprehension abilities and metacognition. Morshedian & Hemmati (2016), Hemmati et al. (2018), Eissa (2015), and Sholich (2018) conducted studies to corroborate this assertion. Self-Regulated Learning aids students in improving their reading skills during their studies. Zimmerman's SRL model was employed, which contains three phases of self-set goals, self-monitoring, and self-evaluation activities.

Making inferences is a skill that is exhibited in the form of reading comprehension. According to Jafarigohar & Morshedian (2014), the application of SRL will aid students in making inferences within the text. Students are taught this method by involving them in activities based on Zimmerman's SRL model. The concept of Zimmerman was described in a paper by Tasnimi & Maftoon (2014). The first step of SRL, in which students are required to identify personal goals, can be accomplished by asking students to create a time management plan. The actions of note-taking and memorizing comprise the second phase of self-monitoring. The acts of analyzing the assignment and reflecting on the feedback are the third phase.

The main focus of SRL is on the students' decisions on what they will accomplish with an assignment. According to Zumbrunn (2011), independent learning, also known as self-regulated learning (SRL), assists students in successfully navigating their learning experiences by regulating how they think, behave, and control emotions. When students are directed to gain information or abilities by their actions and processes, this process is produced. The motivation of students has an impact on the execution of SRL. Before requiring kids to work with SRL, it is important to instill self-motivation in them. Dembo & Seli (2016, p.70) discuss self-motivation as a part of the SRL method in their book. They note that learning motivation can be

boosted during the SRL goal-setting phase. Students are free to seek help from their teachers, peers, or other sources throughout the monitoring performance phase. Help-seeking is identified as one of the characteristics promoting the SRL in students by Gonida et al. (2019).

For those with a high degree of knowledge, independent study is regarded beneficial. This is reinforced by Field et al. (2014) who claimed that autonomous learning abilities should be taught and practiced by university students in order to maximize achievement and learning outcomes. Students' ability to learn independently can have an impact on their grades, even if they are high-ability students.

## METHOD

### Research Goal

This study was conducted to observe lecturers' point of view related to the importance of implementing the SRL strategy in the Literal Reading classroom which is considered as the

lowest level of reading comprehension.

### Sample and Data Collection

The samples of this study are two lecturers of Literal Reading course at a private university in Semarang. The data were collected by conducting deep-interview with guided questions. The questions include; 1) Is the SRL strategy easy to apply? 2) What are the challenges in implementing the SRL in Literal Reading classroom? 3) What are effects of the SRL for Literal Reading students?. Further and deeper questions about what activities are given to students is also asked.

### Analyzing of Data

The responses from the interview were then analyzed by using data reduction, data display, data conclusion/ verification.

## RESULTS AND DISCUSSION

The responses gathered from the samples are presented as below;

**Table 1.** Responses of Samples

No	Questions	Lecturer 1	Lecturer 2
1	Is the SRL strategy easy to apply?	Yes. It is easy because students seem more interesting related to the idea of working independently and not always answering questions about text.	Not really. Some students feel it is difficult and boring because they have to fill a journal and share their experiences in reading.
2.	What are the challenges in implementing the SRL in Literal Reading classroom?	It is always about keeping them focus on their goals and providing proper materials for them.	To keep students' interested in doing the reading activities. Giving learning materials and arranging the learning activities are also quite challenging.
3.	What are effects of the SRL for Literal Reading students?	Literal reading is the beginner level of reading skill. If students get SRL early, it will be easier for them to use it later in the next level. Our purpose is having independent learners since they are university students. SRL help them more in controlling themselves related to how to complete a task.	SRL makes them better in organizing and managing everything. Not only time, but also how to complete a task. They understand that it is okay to have a different way from their friends to complete a task. They also know that although they work independently, they can always ask their lecturer privately or peers. SRL also gives variations in reading activities. So, it is not only about answering multiple choice tests, or answering questions.

The findings show that Literal reading can be helpful for students in the beginning level of reading by giving them chances to get familiar with the strategy so later they can apply the strategy in the next levels of reading classes such as interpretive reading, critical reading, and so forth.

Although there are different opinions related

to how easy it is when implemented in the classroom, it is still considered as easy and helpful. The challenges found by lecturers are about providing the materials. This should be overcome by planning the lesson and observing the lesson plan that will be used in the classroom. The SRL is a strategy that needs to be taught to students from the beginning of a course to the last

meeting of a course. Therefore, it is important for lecturers to plan the implementation carefully and thoroughly.

By including the implementation of the strategy in the lesson plan, it is easier for lecturers to prepare the materials based on the learning objectives, the learning activities that are integrated with the SRL strategy, and the learning instructions that will be given to students as their guidelines in implementing the strategy.

In terms of the effects of SRL in Literal Reading course, SRL is advantageous to build the good habits of planning and managing time of students. In the first phase, students are introduced to the learning objectives, given models or examples about what they have to do, and taught to set their own goal of learning as well as the time they wanted to spend in completing a task. This will give them the skill to manage their time, set their own standards/ goals, and plan how they will reach the goals. Each student may have different ways from others and they must be encouraged to accept the differences. This will give them confidence since they know there is no right or wrong ways in completing any tasks.

In the second phase, students are required to monitor their progress by filling a journal. This journal consists of which task they are working on, the time they plan, how they complete it, the difficulties found, and how they overcome the difficulties. According to these activities, SRL helps them to know their abilities and mastery better. The chances provided for them to ask the lecturer or peers giving them more comfort in doing the activities.

In the third phase, students are taught to reflect their progress of learning based on the journal entries and guided to set better plans for next tasks. This gives advantages for students in terms of evaluating themselves for improvement.

## Discussion

The findings above show how the SRL is so far implemented in a literal reading classroom. Working with beginner level of students may be challenging, moreover; when they are expected to work independently most of the time.

However, the implementation of SRL for the beginner level is expected to help them deal with more difficult materials later. This is relevant with the findings presented by Nanda (2020). The poor reading ability will prevent students from maximizing their academic achievement. The implementation of the SRL to form independent learners should be rooted from the low level of

skill to enhance their progress in further learning.

The difficulties faced by lecturers in implementing the SRL in the classroom reflects the needs of the readiness of lesson plan, learning materials, and also some facts to consider. This goes along with the finding presented by Ismajli & Imami-Morina (2018). The factors of learning motivations, learning abilities, and also personal interests in certain skill become challenges must be anticipated by lecturers. By providing well-organized and well-planned learning, some ideas may come up to help lecturers solve the problems. This present study attempts to offer the ideas of learning activities that can be conducted in the classrooms to overcome the factors that may challenge the implementation of the SRL in a reading classroom.

The advantages resulted from the implementation of SRL in Literal Reading classroom can be the reasons why it is important to make sure students are familiar with this strategy. Since it always helps them to monitor and overcome the problems by evaluating or asking for helps from the lecturers, the strategy will give them experiences of not repeating the same strategy that is not proper in completing a task when later they complete another similar task. This will lead to the improvement in ability and better understanding on how to complete a task. Eventually, the improved proficiency and understanding will improve their ability in reading skill in general, especially in literal level. This is relevant with the studies conducted by Morshedian & Hemmati (2016), Hemmati et al. (2018), Eissa (2015), and Sholich (2018) where the SRL is implemented to improve students' reading ability. The present study also offers the limitation where they do not specify the level of reading comprehension in their studies.

Therefore, the Self-regulated Learning strategy is considered important to be implemented in Literal Reading classroom as the lowest level of reading comprehension because it offers some advantages.

## CONCLUSION

The Sel-regulated learning strategy is important in Literal Reading classroom. It is considered helpful since it offers various advantages based on each phase that is implemented. Despite the challenges that may be faced by the lecturers in terms of providing learning materials and planning the lesson, bringing the SRL into Literal Reading classroom is worth to try. It is important to build the

students' understanding and perception about the SRL itself before asking them to work with the strategy. It is also prominent for the lecturers to plan and organize the lesson by integrating the strategy into the lesson plan to determine the learning materials.

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