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READING COMPREHENSION AND SELF-REGULATED LEARNING: A CROSS-SECTIONAL STUDY OF UNIVERSITY STUDENTS

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Abstract

Reading is the key component of academic life. Undergraduate students' success in their courses depends much on how they process their reading. However, some studies shows that students face difficulties in their reading in several terms. These difficulties are twofold for the English as a Foreign Language students whereby they have to deal not only with the content of the reading but also with the language. In this respect, students' are required to be able to self-regulate their own reading activities in and outside classrooms. This study was intended to investigate the students' levels of self-regulated learning in reading comprehension. This study used cross-sectional design with 40 students of English Language Education Study Program, Universitas Lambung Mangkurat. The instrument used was a questionnaire adapted from Zimmerman's Academic Self-Regulated Learning Scale (2000). The questionnaire was distributed online to the students using Microsoft Forms. The data were analyzed using t-test. Based on the findings, it can be stated that the ways both group of students regulate their own cognitive processes, motivation, and behavior within an educational setting were similar. Nevertheless, concerning that the fourth-semester students might be more organized SRL students than the second-semester ones, reading instructions must be structured to develop students' self-regulated learning. In other words, lecturers should condition the instructions to enhance the students' self-regulation

Keywords: reading comprehension, self-regulated learning

INTRODUCTION

Students' success in academic life at the university level depends much on their reading comprehension. At this level of education, students are required to have profound understanding of what they read and to use the information they obtain from the text in new situations and problems (Kintsch, 1998, as cited in Souvignier & Mokhlesgerami, 2006). The enhanced understanding is particularly essential when they have to deal with academic writing, such as the final project or articles. In such academic writing, they must be able to process information from different sources and to present it in a logical and well-organized manner. To do so, they need to shift their reading goals from superficially obtaining what the text says to analyzing and evaluating what they author portrays. In this respect, reading comprehension can be considered a vital critical thinking process (Veeravagu et al., 2010) which is the key component of success in different courses.

Concerning the process of reading, scholars defined reading in several ways. Clapham (2009) perceived reading as the reader's ability to understand written or

printed symbols that are used to retrieve or to guide the recovery of information from his memory; the information, subsequently, is used to construct a reasonable interpretation of the author's message. Snow (2002) contended that in reading comprehension, the reader process the text by simultaneously extracting and constructing meaning which is done through interaction and engagement with written language emphasizing both the importance and the insufficiency of the text as a determinant. The process entails three elements: the reader (the person doing the); the text (the written or printed language to be comprehended); and the activity (what the reader do to comprehend the text). Reading comprehension is also referred to as the reader's ability of understanding the superficial and the concealed meanings of the text using their meta-cognitive reading strategies (Ahmadi et al., 2013). In addition, Park (2020) noted that reading comprehension involves the reader's ability of remembering detailed information important for them, and drawing conclusions. All at all, reading comprehension is not merely a passive skill towards written text. It involves different cognitive and meta-cognitive strategies to understand the message conveyed.

Although reading comprehension is regarded as the heart of academic life, many studies reported that university students face difficulties in reading comprehension. The difficulties encompass making inferences, obtaining the gist of the text, and managing the reading tasks (Ahmed, 2021), analyzing, inferring, and evaluating information in the text (Kendeou et al., 2014), working out the meaning of difficult words, identifying supporting ideas/examples (Alghail & Mahfood, 2016). These difficulties are likely because university students take the surface approach to reading, where information provided in the text is considered as isolated and unlinked facts, whereas they are supposed to be able to process the information using their high-order cognitive skills (Hermida, 2009). Moreover, applying the high-order cognitive skills might become another challenge for English as a Foreign Language (EFL) students who have to deal with both the language and the reading content.

Furthermore, in the context of EFL learning, reading comprehension can be regarded as the core aspect whereby the students learn how grammar and vocabulary are used within context. For university students majoring in English, a good ability to read in English becomes the main factor determining their success in the courses. By having good reading skills, they are likely able to improve their vocabulary mastery and, at the same time, increase their knowledge of many things. They also have a chance to improve their listening, speaking and writing skills. Mikulecky (2008) contended that reading comprehension is the basis of instruction in several teaching programs to improve vocabulary, writing, grammar, and other general language courses. In this respect, students must have good planning and arrangement of learning activities, both in and outside the classroom. They need to be able to self-regulate their learning process to maximize knowledge obtained from reading.

Self-regulated learning (SRL) has been perceived as a significant factor in academic achievement. Learners who have good SRL personally activate and sustain their cognitions, affects and behaviors oriented towards the attainment of their learning goals systematically (Zimmerman & Schunk, 2011). The SRL processes occur in a cycle of three phases: the forethought phase, in which learners set their learning goal and plan some strategies to achieve it; the performance phase, wherein the learners monitor and regulate their performance; and the self-reflection phase, in which the learners reflect the results of their learning. The cycle then repeats as the learners use their reflection to adjust and prepare for the next tasks. Furthermore, in recent years,

researchers have suggested that motivational variables also interact significantly with the SRL processes. It means that to become self-regulated students, they need to have intrinsic motivation and persistence when faced with difficulties (Valle et al., 2008; Dignath & Buttner, 2008; Efklides, 2011; Zumbur et al., 2011).

Additionally, according to Wolters (2003) self-regulation is characterized as a type of process involved in monitoring, managing and controlling such factors as cognition, motivation, behavior and the environment with the aims of obtaining self-setting goals. In this respect, the particular components of SRL such as memory strategy, goal-setting, self-evaluation, seeking assistance, environmental structuring, responsibility, and organizing can be useful in any task. However, few students naturally can self-regulate their learning process and this is because they do not get the ability automatically (Tasnimi & Maftoon, 2014). Regardless of their age and length of study, students will not obtain their self-regulated learning ability unless they are made aware of the strategies themselves.

Several studies have reported the significant role of SRL in students' reading comprehension. Chu, Li and Yu (2020) argued that self-regulated learning helped primary school students manage their learning process and adopt correct behavior to maintain their reading habits. Similarly in their study on junior undergraduate students, Mohammadi et al. (2020) highlighted that SRL instruction was significantly efficient in improving EFL learners' reading comprehension and reading problem-solving. Studies conducted on primary school students have shown that some SRL components were the main predictors in reading comprehension processes (Qi, 2021; Mohammadi et al., 2020; Lau & Ho, 2016; Oruc & Arslan, 2016; Eissa, 2015; Souvignier & Mokhlesgerami, 2006). They are the students' cognitive and metacognitive thinking skills, control strategy, and elaboration strategy. Chu, Li & Yu (2020) mentioned that practising self-regulation on students enables them to have and use effective strategies to maintain their reading habits. Moreover, Cirino et al. (2017) also specified some components of SRL linked to reading. They include the activation of background knowledge, strategy use, self-efficacy, motivation and performance goal orientations.

The findings mentioned above have displayed how SRL interplay with reading comprehension. However, many of the studies involved primary school students as the participants. Prior to this study, some problems with the ELESP students' reading comprehension were identified. They lacked arrangements and planning in learning, such as determining goals and materials and setting learning activities, so the achievement was not optimal. They also had very low English reading habits and strategies that could be seen from their ability when given reading material as an assignment. Most of them could not complete the task well because they could not read well. In addition, they lacked mastery of students' English vocabulary. Concerning the problems and possibility of SRL as a possible answer, this study was carried out with the aim to investigate the second and fourth-semester students' levels of SRL in reading comprehension in terms of SRL components, i.e., memory strategy, goal setting, self-evaluation, seeking assistance, environmental structuring, responsibility and organizing. Comparing the two groups of students would provide some perspectives on students' levels of SRL in reading comprehension. Upon all this study seems to get answers from the following research questions.
1. Is there any significant difference of SRL levels in reading comprehension between the second and fourth semester students?

2. How do the SRL levels in reading comprehension between the two groups of students differ in terms of the SRL components?

METHOD

Design

This research was causal-comparative since the data gathered was in the form of numbers that intended to investigate whether there was a significant difference between the second and fourth-semester students. The decision to use this design was because the differences between the two groups of students had presumably been occurred before the study conducted (Fraenkel, Wallen & Hyun, 2012), and it was due to their length of study. This study used a cross-sectional survey design in which two predetermined groups of students were compared (Creswell, 2014; Gay et al., 2012). The information about the students' SRL levels in reading comprehension was collected at just one point at a time through an online survey.

Participants

There were 40 students involved in this study: 19 second-semester students and 21 fourth-semester students of the English Language Education Study Program (ELESP), Universitas Lambung Mangkurat, Banjarmasin. The selection of the students was based on their reading comprehension scores in Advanced Reading Course. Ten students were classified into students with high scores, and the other ten were categorized into those with low scores.

Instrument and Types of Data

There were two kinds of data required for this study, namely students' reading scores and SRL levels. The reading scores were obtained from the accumulation of students' score in Advanced Reading Course and their levels of SRL were taken from the Academic Self-Regulated Learning Scale (ASRLS).

The instrument for this study was a questionnaire adapted from Zimmerman's Academic Self-Regulated Learning Scale (2000). It consisted of 28 statements on a 4-point scale. The statements covered the components of memory strategy, goal setting, self-evaluation, seeking assistance, environmental structuring, responsibility, and organizing. The questionnaire was distributed online to the students using Microsoft Forms.

Data Collecting Technique

The stages or steps in implementing the solutions offered to overcome the problems by making use of self-regulation strategies. They include (1) identifying low student achievement, especially the low reading ability of students of the ELESP, Faculty of Teacher Training and Education of both Universitas Lambung Mangkurat (ULM); (2) selecting low-achieving students; (3) preparing and compiling the necessary materials on Self-Regulation that will be used; (4) giving presentation of self-regulation and its benefits for improving achievement. The presentation includes giving short online tutorials on self-regulated learning to students. The contents were about how to plan, set goals, build motivation, monitor success and processes, evaluate and reflect on what had been achieved; and (5) participants filling out Zimmerman's Academic Self-Regulated Learning Scale (2000).

Data Analysis Technique

In data analysis, students' responses to the ASRLS was statistically computed to categorize the students into groups of high, moderate and low levels of SRL. The statistically computation was also used to determine the mean scores, standard deviation, minimum and maximum scores and range. The next analysis was on the fulfilment of statistical assumptions of the data, i.e. homogeneity and normality. Finally, when all these statistical assumptions were fulfilled, parametric testing using a t-test was deployed to determine whether there was any significant difference in the mean scores of both groups. On the contrary, non-parametric testing was utilized if one or more statistical assumptions were not fulfilled.

RESULT AND DISCUSSION

The aims of this study were twofold. First, it attempted to compare the SRL levels in reading comprehension between the second and the fourth semester students of ELESP Universitas Lambung Mangkurat, Banjarmasin. Second, it tried to describe the difference of SRL levels in reading comprehension in terms of SRL components, i.e. (1) Memory Strategy (1), Goal Setting (2), Self-Evaluation (3), Seeking Assistance (4), Environmental Structuring (5), Responsibility (6), and Organizing (7).

Result
Significant difference of the SRL levels in reading comprehension

The first research question that this study tried to answer was whether there was any significant difference of SRL levels in reading comprehension between the second and fourth semester students. Based on the descriptive statistical computation, the types of descriptive statistics used are the mean, median, and mode.

Table 1. The Descriptive Statistics of the Data for Group 1 and Group 2

			Statistic	Std. Error
Group 1	Mean		79.90	2.469
	95% Confidence Interval for Mean	Lower Bound	74.73	
		Upper Bound	85.07	
	5% Trimmed Mean		80.33	
	Median		81.50	
	Variance		121.884	
	Std. Deviation		11.040	
	Minimum		54	
	Maximum		98	
	Range		44	
	Interquartile Range		13	
	Skewness		-.795	.512
	Kurtosis		.935	.992
Group 2	Mean		85.50	1.372
	95% Confidence Interval for Mean	Lower Bound	82.63	
		Upper Bound	88.37	

5% Trimmed Mean	85.72	
Median	87.50	
Variance	37.632	
Std. Deviation	6.134	
Minimum	73	
Maximum	94	
Range	21	
Interquartile Range	7	
Skewness	-.928	.512
Kurtosis	.052	.992

As it can be seen from Table 1, the mean is 79.90 and 85.50, which differ quite significantly. The first interpretation of the output is to ensure that the data is valid. For both groups, there are 20 data each. Unfortunately, 50% of data was statistically considered missing, and only 50% of data was considered valid, as they are shown in Table 2.

Table 2. Case Processing Summary of the Output

Data	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Group 1	20	50.0%	20	50.0%	40	100.0%
Group 2	20	50.0%	20	50.0%	40	100.0%

Due to the low percentage of data validity, normality testing was used. It measured whether the data were normally distributed so that inferential or parametric statistics could be applied. The results of normality testing can be seen in Table 3.

Table 3. Test Results of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Group 1	.137	20	.200*	.939	20	.230
Group 2	.197	20	.041	.891	20	.028

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The results from Table 3 show that the data normality test for both groups has been previously tested using Lilliefors because the data is less than 100. In addition, using SPSS, the data were tested using Kolmogorov-Smirnov and Shapiro-Wilk. The statistical test criteria are if the Significance Value is more than 0.05, the data is normally distributed. From Table 3, the significance value is 0.200 and 0.041. It means only data for Group 1 is normally distributed based on Kolmogorov-Smirnov. However, the data for Group 2 is not normally distributed.

For Shapiro-Wilk calculation, the coefficient values of both Tables of coefficient and Table of p-value are 0.0140 and 0.905. To claim that the data distribution is normal, Wilk Count should be more than Wilk Table. From Table of coefficient a, it can be said that the data are normally distributed because 0.230 and 0.028 are more than 0.0140.

Since data normality for Group 1 and Group 2 can be said as uniquely and slightly different, outlier testing for data distribution is necessary. The two distribution, as seen in Figure 1, are compared as equal and normal because the points on the Q-Q plot almost perfectly lies on a straight line x = y.
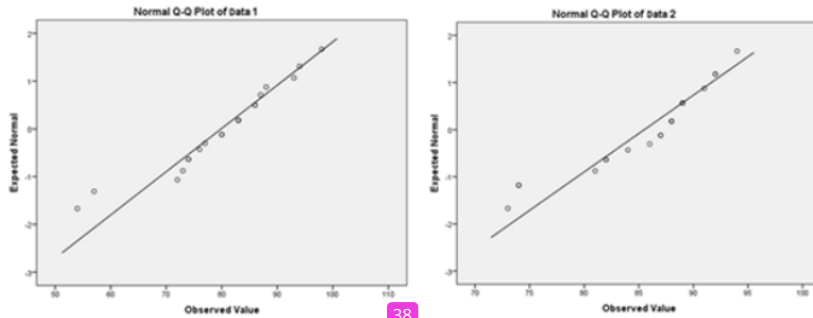

Figure 1. Graph of Normal Q-Q Plot of Data 1 and 2

Detrended Normal Q-Q Plot for both data is interpreted by considering whether the points are not far from the line of 0.0. For both data, it can be interpreted that the points spread equally around the line of 0.0. Two points for both data go quite far from the line of 0.0 (See Figure 2).
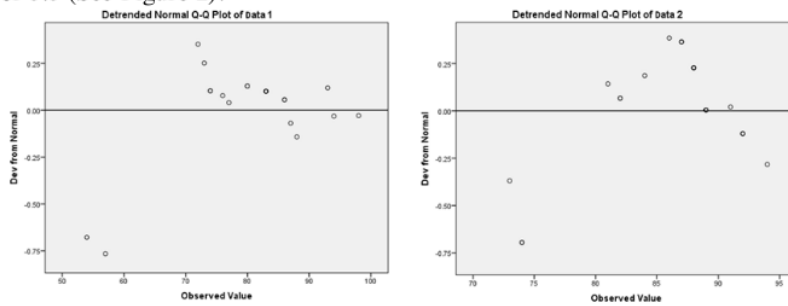
Figure 2. Graph of Detrended Normal Q-Q Plot of Data 1 and 2

Since the data of both groups are not similarly and normally distributed, Mann-Whitney Test is used to investigate the mean difference of SRL results from both groups. The output is seen in both Table 4 and Table 5. Based on Table 4, the mean rank of Group 2 is higher than Group 1.

Table 4. Ranks of Mann-Whitney Test Output

	Group	N	Mean Rank	Sum of Ranks
Data Homogeneity Testing	1.00	20	16.93	338.50
	2.00	20	24.08	481.50
	Total	40		

Based on the output of 'Test Statistics,' from Table 5 of the Mann-Whitney test above, it is known that the Asymp value. Sis (2-tailed) of 0.053 is greater than > 0.05 probability value. So, it can be concluded that Ho is accepted, which means there is no difference between Group 1 and Group 2. In conclusion, the results of the t-test showed no significant difference between Group 1, the second-semester students, and Group 2, the fourth-semester students.

Table 5. Test Statistics of Mann-Whitney Test Output

	Data Homogeneity Testing
Mann-Whitney U	128.500
Wilcoxon W	338.500
Z	-1.938
Asymp. Sig. (2-tailed)	.053
Exact Sig. [2*(1-tailed Sig.)]	.052[b]
a. Grouping Variable: Group	
b. Not corrected for ties.	

The differences of students' SRL levels in reading comprehension in terms of SRL components

Another research question that this study tried to answer was how the SRL levels in reading comprehension between the two groups of students differed in terms of the SRL components. The SRL raw data investigated for both the second and fourth semester students, as the average score can be seen in Tables 6 and 7, are based on these SRL Components: Memory Strategy (1), Goal Setting (2), Self-Evaluation (3), Seeking Assistance (4), Environmental Structuring (5), Responsibility (6), and Organizing (7).

Each component comprises specific statement to identify the students' self-regulation in reading. The samples of the statements of each component are as the following. The Memory Strategy includes *I write down the information to remember*; and *I make a summary of my readings*. The Goal Setting covers the statements *I make a detailed schedule of my reading activities in a week;* and *I make a timetable of all the activities I have to complete*. The Self-Evaluation comprises *I'm asking someone who's better off for guidance, when I'm having trouble with the course material*; and *I evaluate the progress of my learning achieved at the end of each lesson*. The Seeking Assistance contains includes *I use search engines (Google, Bing, etc.) to find the information that I need*; and *I ask the classmates about reading assignments*. The Environmental Structuring involves *I avoid noisy places, when I read*; and *I cannot read in a poorly light room*. The Responsibility embraces *I do my reading assignment immediately;* and *I prioritize reading over other activities*. Lastly, the Organizing components encompasses statements *I highlight important concepts and information I find in my readings*; and *I picture in my mind how the test will look like based on previous tests*.

Table 6. SRL Score for each component of the Second Semester Students

Respondent	Sem.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
A	2	15	9	12	12	8	9	18

Respondent	Sem	(1)	(2)	(3)	(4)	(5)	(6)	(7)
B	2	15	9	10	13	7	9	17
C	2	16	11	13	15	9	10	19
D	2	15	9	11	12	10	9	20
E	2	14	5	10	11	11	6	15
F	2	14	7	11	11	8	8	17
G	2	11	9	7	5	4	6	15
H	2	13	6	10	13	8	6	17
I	2	14	6	13	13	9	11	21
J	2	17	9	15	16	10	9	22
K	2	12	9	11	13	7	7	15
L	2	14	8	11	14	9	9	18
M	2	17	7	10	13	9	6	15
N	2	15	7	12	15	8	10	19
O	2	13	7	10	15	9	10	19
P	2	16	10	13	13	10	11	21
Q	2	14	9	13	11	8	8	18
R	2	15	8	9	11	9	9	15
S	2	15	7	12	12	10	10	24

There is a difference in the total number of second and fourth-semester students. However, one difference in number does not give any significant variance results.

Table 7. SRL Score for each component of the Fourth Semester Students

Respondent	Sem	(1)	(2)	(3)	(4)	(5)	(6)	(7)
T	4	16	8	12	13	10	10	22
U	4	14	7	12	15	11	7	20
V	4	15	6	9	12	8	8	16
W	4	17	10	11	12	11	9	19
X	4	13	6	16	16	10	9	24
Y	4	14	7	12	12	10	8	18
Z	4	15	7	11	15	10	8	22
AA	4	15	8	10	14	10	9	22
AB	4	16	10	13	14	8	9	22
AC	4	12	8	10	12	8	9	17
AD	4	16	6	12	14	9	10	15
AE	4	16	8	13	13	9	7	18
AF	4	11	6	10	11	9	8	19
AG	4	17	8	13	11	9	10	21
AH	4	14	6	12	14	11	9	23
AI	4	15	8	13	13	8	9	21
AJ	4	15	9	12	15	8	7	21
AK	4	17	9	14	12	9	8	23
AL	4	16	9	14	15	10	6	18
AM	4	12	6	10	11	9	7	18

AN	4	12	8	11	12	10	7	22

In order to interpret the scores of each component, a table of criteria is necessary to be made (see Table 8). The criteria are divided into Very Good, Good, Enough and Less.

Table 8 The score and criteria of the questionnaire results

Criteria	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Very Good	16 – 20	10 – 12	13 – 16	13 – 16	10 – 12	10 – 12	19 – 24
Good	11 – 15	7 – 9	9 – 12	9 – 12	7 – 9	7 – 9	13 – 18
Enough	6 – 10	3 – 6	5 – 8	5 – 8	3 – 6	3 – 6	7 – 12
Less	≤ 5	≤ 3	≤ 4	≤ 4	≤ 3	≤ 3	≤ 6

Of the six items for memory strategy, most students from both groups are in the category of 'Good.' There are 16 students from Group 1 and 12 from Group 2 who fall in this category. The rest 4 and 8 students from both groups are even in 'very good.' As for goal setting, 15 students from Group 1 and 12 from Group 2 are also in the 'Good' Category. For self-evaluation, 14 students of Group 1 and 13 students of Group 2 are under the category of 'Good,' too. For seeking assistance, 12 students from Group 1 and 11 students from Group 2 are in 'Good.' The environmental structuring shows that in Group 1, there are 13 students, and in Group 2, there are 11 students belong to 'Good.' For responsibility, six students from Group 1 are 'Very Good' 9 students are 'Good' meanwhile 18 students from Group 2 are 'Good.'. Lastly, for organizing, 11 students from Group 1 are 'Very Good.' 13 students are 'Very Good' and seven are good from Group 2.

Discussion

The statistical computation for the mean scores of each SRL component depicts that there was not much difference between the second-semester and the fourth-semester students as shown in Table 8.

Table 8. SRL scores for each component of two groups

SRL Components	Second Semester		Fourth Semester		Difference
	Total	Average	Total	Average	
Memory Strategy	275	14.47	308	14.67	0.2
Goal Setting	152	8.00	160	7.62	0.38
Self-evaluation	212	11.16	250	11.90	0.74
Seeking Assistance	238	12.53	276	13.14	0.61
Environmental Structuring	163	8.58	197	9.38	0.8
Responsibility	159	8.37	174	8.29	0.08
Organizing	345	18.16	421	20.05	1.89

Table 8 portrays that the highest difference in the mean score of all components was in terms of organizing (1.89 points). The fourth-semester students showed a slightly higher average than the second-semester students did. The organizing component covers several indicators. They include highlighting important concepts, information, and imagining the would-be-faced reading exam questions based on the previous exam. They also include putting past-time notebooks and handouts in a special container,

reading at one's own pace, tidying up the study area and ensuring it is clean before studying. From the difference of 1.89, the fourth-semester students can be said to be more organized regarding their reading technicalities.

The second-highest difference in the mean scores is in environmental structuring. It involves isolating oneself from noisy places when reading, not reading in a poorly light room, and turning one's cellphone off to concentrate on reading. The difference of 0.8 with the fourth-semester students owning higher average scores than their counterparts indicates that the former is better at structuring their environment than the latter are.

The self-evaluation becomes the third component with a slightly high mean score difference. It includes asking for guidance from someone more capable, evaluating the progress of learning achieved at the end of each lesson, recording all the progress of learning made for a reading course, and monitoring the progress of reading ability. With a difference of 0.74, in which the fourth-semester students depict higher average score than their counterparts, it can be said that the fourth-semester students are better at evaluating themselves in their reading activities than the second-semester students are.

Furthermore, the seeking assistance encompasses using library resources and other search engines to find the information needed, asking a classmate about a certain reading assignment, learning from a classmate by comparing their reading understanding, and explaining to peers what they have learned. The difference in average score between the second and fourth-semester students is 0.61, whereby the fourth-semester students have a slightly higher average score than the second-semester ones have. Regarding the length of study, it can be assumed that the fourth-semester students have been familiar with their learning environment and peers, so they have owned their strategies to seek assistance. However, since the self-regulated ability does not automatically grow with age and length of study, further study needs to be conducted to determine how this strategy develops in the students along with their length of study in the university.

Although the statistical computation shows a slight difference in average score, which is 0.38, the goal setting is worth some attention since the findings show that the second-semester students produce higher average scores than their counterparts. The goal-setting component comprises making a detailed schedule for reading a book in a week, making a timetable of the books one has to complete reading, and planning what one has to read in a week. The difference of 0.38 might show that the second-semester students are more goal-oriented in setting their reading plan.

The memory strategy and the responsibility become the last two components out of six components of self-regulated learning strategies. The memory strategy includes writing information to remember in note cards, summarizing what is read, making outlines as guides while studying, visualizing words in mind from the books being read, and reading aloud lecture notes when studying for the exam. Meanwhile, the responsibility deals with doing one's reading assignment immediately, prioritizing one's reading over other activities, and finishing one's reading before doing anything less important. The difference of 0.2 for memory strategy indicates how both groups managed their SRL similarly, although there is a one-year difference in the study length. Additionally, the responsibility component owns a very low difference between the two groups, which is 0.08. It can be inferred that there is almost no difference in responsibility between the two groups.

Based on the findings, it can be indicated that the ways the students or participants of this study regulate their cognitive processes, motivation, and behavior within an educational setting were similar between those of the second and the fourth semester. It is also necessary to note that the fourth-semester students have slightly higher average scores than those of the second semester in most components of SRL. In terms of the criteria of the questionnaire, the highest level shown is *Good* among the two groups. In addition, some students of both groups are at the *Very Good* level at applying certain strategies such as memory strategies, responsibility and organizing.

The characteristics of self-regulated learners can be summarized as those who are actively participating in their learning, persisting on instructional tasks, prevailing over problems, and liking to work together (El-Henawy et al., 2010). Based on the findings, all indicators of the self-regulated learning components showed that the students were active learners, persevered in their reading assignments, solved problems raised and enjoyed collaborating. It shows that components of SRL strategies are reflected in the level of *Good* and *Very Good*.

Since the findings of this study shows that there is no difference in the SRL levels of both the fourth and second students, they might convince the findings of other studies that age or length of study does not directly affect the students' ability to self-regulate their own learning. In other words, students do not get their self-regulation ability in learning automatically. Tasnimi & Maftoon (2014) contended that self-regulated learning can be taught and utilized to increase students' learning achievement. Therefore, they suggested that teachers should facilitate students to practice their own self-regulation. Reading classes should engage students with not only reading comprehension activities but also ways to improve their self-regulation ability in reading. Tasks and activities provided in the reading classes have to be related to self-regulation, which are carried out through either explicit or implicit learning.

Furthermore, several ways can be engaged with reading instructions to enhance students' SRL. Cosentino (2017) conducted a study with struggling readers who, in the end, applied the SRL strategies. Providing opportunities for students to discuss the importance of goal setting can be helpful to increase their SRL ability. Besides that, the discussion on the students' desire to improve and the choice of strategies that they utilize to reach their goals can contribute to their becoming self-regulated learners. To conclude with, reading comprehension is a vital element in improving undergraduate students' academic achievement in other courses. Therefore, involving SRL components in students reading classes will likely improve not only their reading comprehension but also their academic achievement in other courses.

CONCLUSION AND IMPLICATION

This study intended to investigate the second and fourth-semester students' levels of SRL in reading comprehension in terms of SRL components, i.e., memory strategy, goal setting, self-evaluation, seeking assistance, environmental structuring, responsibility and organizing. All participants studied at English Language Education Study Program, Universitas Lambung Mangkurat. In this study, the second and fourth-semester students applied the SRL strategies with the criteria of *Good*. Although the fourth-semester students were assumed to have applied better SRL strategies than the second-semester students have, the results of this study showed a slightly different conclusion. Based on the findings that showed how the fourth-semester students might be more organized SRL students than the second-semester students might, reading instructions must be

structured to develop students' self-regulated learning ability. Lecturers should condition the instructions to enhance the students' self-regulation.

Self-regulation in reading would lead to two advantages namely improved feelings of personal control on reading and increased reading self-efficacy. These advantages may also result in an increased positive influence on reading. Self-regulated learning is important for making students responsible for themselves in learning. The students will likely have the habit of planning and the ability to organize and evaluate what they do. They can build motivation and self-confidence to show abilities according to their fields, achieve better academic achievement and improve abilities to a better level. The limitation of this study is that further exploration on the effects of self-regulation strategies toward students' self-efficacy, motivation, and reading comprehension was not conducted. In short, the effects of SRL components were not investigated and discovered. Further researchers might carried out studies to investigate the effects of SRL on those components.

BIO-PROFILE

Cayandrawati Sutiono has been a faculty member in the ELESP of Universitas Lambung Mangkurat (ULM) for more than 25 years. She holds her bachelor of Arts in English Education from ULM, her Master Degree in Curriculum and Instructions/ TESL from University of Kansas, USA and Doctoral Degree in English Language Teaching at Universitas Negeri Malang. Her expertise is in ELT especially in Reading and Language Assessment.

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