

STUDENTS' SELF-REGULATION OF MOTIVATION IN READING

Ranggi Mulia Bestari¹, FX Ouda Teda Ena², Paulus Kuswandono³

Sanata Dharma University, Indonesia

¹ ranggi2027@gmail.com, ² ouda@usd.ac.id, ³ kus@usd.ac.id

Abstract

Self-regulated learning is students' ability in regulating their learning behavior based on their learning strategies, characteristics, and individual process. Self-regulated learning belongs to the cognitive, metacognitive, behavioral, motivational, and emotional aspects of learning. In English language learning, four skills should be mastered by the student, they are reading, listening, speaking, and writing. Reading skill means integrating the formation and reasoning of a text. This research aims to investigate the relationship between self-regulation motivations in students' reading skills. In this research, the researcher used a mixed method to collect and analyze the data. In collecting the data, there were 33 participants in this research. The instruments used in this research were use questionnaires and interviews. The questionnaire contains 11 close-ended questions and 3 open-ended questions. The result of this study shows that students are applying five strategies in their motivation regulation, they are self-consequating, environmental structuring, goal-oriented self-talk, interest enhancement, and self-handicapping. Furthermore, some students doing procrastination. The implication provided to students, school management, and boarding management.

Keywords: Self-Regulation; Motivation Regulation; Reading Skill

INTRODUCTION

Motivation become one of the key elements and a major contributor in students' learning process (Martina et al., 2021). Students' ability in controlling their motivation can affect their self-regulation in learning. Self-regulation is a skill which helps students in maintaining their motivation in pursuit their learning objectives (Diasti & Mbato, 2020). During the online learning, students fight with their motivation in learning. The successful learner is an individual who has specific knowledge and competency that differentiate them from the unsuccessful learner (Seli & Dembo, 2019). They also have effective and efficient strategies in learning for improving, motivating themselves, and monitoring and modifying their behavior when their learning strategy doesn't suitable for reaching their learning goals. This is called self-regulated learning. Self-regulation is a student's capability to regulate their thought, feeling, and actions with the intention of achieving the learning goals (Zimmerman et al., 1996). Nilson (2013) states that self-regulated learning interconnectedness of all parts of the brain in one's full attention and concentration, self-awareness and introspection, self-assessment, openness to change, self-discipline, and responsibility for one's learning. Self-regulated learning is correlated with students' achievement, students can be taught how to implement self-regulated learning to achieve their learning goals (Winnie, 2017). Cycles interrelated in Self-regulated learning are Self-Evaluation and monitoring, setting goals and strategic planning, strategy implementation monitoring, and strategic-outcome monitoring. (Zimmerman et al., 1996). Diasti and Mbato (2020) state that student should maintain their motivation to achieve their goal. By knowing the students self-regulation, teachers might give different treatments for each students or making a group of students who are have same learning style. For the students with

high-ability in learning, self-regulation in learning becomes essential. Self-regulation supports the students' process in planning, effort and persistence in learning. By self-regulate their learning, students might set their goals, students are able to monitoring their learning, students are able to build their learning strategies and reflect their learning process so they can achieve their goals. English apparently learn as foreign language in Indonesia (Siswanto & Mbato, 2020). In Diasti and Mbato (2020) state that motivation-regulation helps students in maintaining and boosting their motivation to successfully complete their learning process. This study focuses on the techniques undergrad students use to control their motivation. Wolters (2003) assess students' self-regulation of motivation in six strategies, there are self-talk techniques for mastery, performance, boosting interests, self-consequencing, environmental control and attribution control. In the practices of learning and teaching, self-regulated learning helps both the instructor and the students to think more critically and metacognitively (Siswanto & Mbato, 2020). There are three aspects of self-regulation in motivation, there is knowledge of motivation, monitoring of motivation, and control of motivation(Wolters & Benzon, 2013). It is important to regulate motivation in self-regulated learning (Grunschel et al., 2016). In self-regulating learning, teachers play a significant part in establishing goals, controlling the amount of time pupils spend on projects, and creating expectations for how well they work on in-class assignments (Ramdass & Zimmerman, 2011). Reading is one of my English skills. Reading means understanding information that has been written by the writer. Reading comprehension means learning to understand writing and also understanding the spoken language has empirical justification. Comprehension in reading means the readers' understanding in representing mentally by the text read (Perfetti et al., 2005). As a basic stages of learning English, reading becomes important to be mastery by the students (Khasawneh, 2021). To convey this idea to their students, teachers must comprehend the value of reading (Alshammari, 2021). Reading strategies take important roles in students' competent in using English (Hasibuan et al., 2022).

METHOD

In this research, the researchers use mixed method in collected and analyzed the data. The mixed method means blending the qualitative and quantitative data which provides a stronger understanding of research questions (Cresswell, 2014). Mixed method research covers collecting and integrating qualitative and quantitative data in research and it may result in a more comprehensive understanding of the topic that is researched (Leavy & Patricia, 2017). In collected the data, researchers used two instruments, there are questionnaire and interview. For the questionnaire, the researchers used open-ended and close-ended question. the questions for close-ended question were adopted from (Diasti & Mbato, 2020).

The participants on this research were 33 students. The demography of participants can be seen on the table 1. The participants were taken from different grades in the school. The researchers want to know the students perception towards their self-regulation of motivation in reading skill.

Table 1: Demography of Participant

| Grade | Number of Students |
|--------|--------------------|
| X MIA | 8 |
| X IIS | 5 |
| XI MIA | 14 |
| XI IIS | 6 |

In collecting the data, the researchers distributed the questionnaire to the students through the school principal. This is done because the students live in the boarding house. After the students fill the questionnaire, the researcher analyzed the collected data. Then, the researchers choose

three of the students randomly to do the interview. The interview was done in semi-structured interview. After the interview, the researchers made a transcription of interview.

RESULTS AND DISCUSSION

Results

In this subchapter, the researcher elaborates on the close-ended question and open-ended questions. There are six parts in this chapter based on six strategies, namely self-consequencing, goal-oriented self-talk, interest enhancement, environmental structuring, self-handicapping, and attribution control.

Self-Consequencing

Self-Consequencing is the way of students in managing their motivation by applying the consequences of what they provide for themselves and from themselves (Wolters, 2003). For the sample, a student will treat them to a cup of milk tea or buy some clothes after finishing their reading. On other hand, they will give themselves consequences when they failed to finish their reading.

The result of the questionnaire shows in Table.1 that most of them give themselves a reward when finishing their reading. The data showed 45,5% agree and 24,2% strongly agree with the statement. In the open-ended question, some of the participants gives rewards when they finish their reading task, such as being grateful to themselves, or buying foods. The participant said that reward is important for him, P32 states “Because, I appreciate what I do, even though the result is beyond my expectation”. P1 states “that’s right, self-reward is important”. P23 states “Yes, if I want to do after that, then I will do it, after reading I will do something that a little entertaining, like listen to music”. Based on interview P30 said “when I was at home, I ask my parents to buy something, but when now I’m in boarding I’ll take sleep as reward”

Furthermore, 36,4% agree and 9,1% strongly agree that they give themselves consequences when they have not made any progress in their reading task. Based on the interview P25 said “If I didn’t finish yet, I will have an overtime at night to finish it, so I can’t watch a movie”. P30 said that “Yes, if I procrastinate, it means that I don’t get the reward, or the reward is postponed, sometimes if I doing procrastination, I will regret it at the end, because it gets piled up with other tasks, the focus becomes fragmented”

Table.1 Students’ Self-Consequencing Strategy

| Statements | SD | D | N | A | SA |
|---|------|-------|-------|-------|-------|
| I promise myself I can do something that I want after finishing my reading task | 6,1% | 3% | 21,2% | 45,5% | 24,2% |
| I give myself consequences when I have not made any progress in my reading task | 6,1% | 24,2% | 24,2% | 36,4% | 9,1% |

These findings are supported by Li (2017) who claims that although the ways they are used are different, self-reward is used by the participants to increase their motivation. Based on the result of the questionnaire and interview show that students are making a reward and punishment system that applies the students’ self-consequencing strategy in their regulation to their motivation while reading.

Environmental Structuring

Environmental structuring based on Smit et al., (2017) means that students’ ability in arranging their surroundings so it supports them to finish their tasks and engage their motivation. Such as, they set up the room temperature, make a quiet room, or play some music.

The result of the questionnaire shows in Table.2 that 63,6 % of participants strongly agree with the statement that a quiet room can help them to support their reading activity. 30,3% of participants prefer to listen to music during their reading activity. There are 48,5% agree and 21,2% strongly agree that they should minimize distractions as possible so they can maximize their reading activity and finish their reading task. P6 said “looking for a comfortable and quiet place, away from the noise”. P15 states that “by listening to music in a quiet room without distraction”

In the interview P30 said “When I'm at home, I usually read in my room, with listening to murics or lying down, but when I'm in boarding, I prefer to stay on the top of bunk bed, because it's quieter.”

Table.2 Students’ Environmental Structuring Strategy

| Statements | SD | D | N | A | SA |
|---|-------|-------|-------|-------|-------|
| I prefer to do my reading task in a quiet room | 3% | 6,1% | 9,1% | 18,2% | 63,6% |
| I like listening to music when I read my reading | 15,2% | 21,2% | 12,1% | 21,2% | 30,3% |
| When reading, I try to make sure that I have a minimum level of distraction as possible | 6,1% | 15,2% | 9,1% | 48,5% | 21,2% |

Diasti and Mbato's (2020) statement that structuring the environment can be done by eliminating it. These findings are supported by Namira and Saragih (2020) that putting students in a structured environment can support students in studying.

Based on the result of the questionnaire and interview show students are structuring their environment to support their reading skills, it shows that students are applying the Students’ Environmental Structuring Strategy.

Goal Oriented Self-Talk

Wolters (2003) states that goal-oriented self-talk is associated with exercise and self-regulation with students’ achievement in the classroom. There is some evidence that students who engage in goal-oriented self-talk with their goal can increase their effort to achieve their learning goals. The result of the questionnaire shows in Table.3 that 51,5% of participants agree and 18,2% of participants strongly agree that they convince themselves to keep reading by thinking about completing their reading task when they want to give up reading. The participants remind themselves about the importance of finishing their reading task, which shows 51,5% of participants agree and 27,3% strongly agree with this statement.

Based on the interview, P16 said “I motivate myself to make my knowledge wider, have broad knowledge, beside, in reading English I can increase my vocabulary, because if you don't know what the meaning of a word, you will open the dictionary, by opening the dictionary it will increase my vocabulary”

Table.3 Students’ Goal-Oriented Self-Talk Strategy

| Statements | SD | D | N | A | SA |
|--|----|-------|-------|-------|-------|
| When I want to give up, I convince myself to keep reading by thinking about completing my reading task | 0 | 12,1% | 18,2% | 51,5% | 18,2% |
| I remind myself how important it is to finish my reading task | 0 | 9,1% | 12,1% | 51,5% | 27,3% |

Based on the result of the questionnaire and interview show students are applying the Students’ Goal Oriented Self-Talk Strategy. It is shown from they are convincing themselves to keep reading and finishing their reading, also they are reminding themselves how important to finish

their reading task. This strategy is related to self-consequently, which they make reward and punishment system in their reading.

Interest Enhancement

Wolters (2003) states that students should improve their intrinsic motivation even if they can do self-talk strategies to motivate themselves. One intrinsic motivation is interest enhancement. Interest enhancement means students’ propensity in making study something fun, enjoyable, and relevant to complete (Li, 2017).

Based on the questionnaire result there are 39,4% of participants agree and 30,3% of participants strongly agree that they are trying to make reading as fun as possible. Based on the open-ended question, P6 states “stay comfortable, quiet and get away from the noise”. Based on the interview P16 said “If I’m at home, I will read in my room while lying down, but if I’m at boarding, I’ll looking for a quiet place, like drying room or 2nd floor”

Table.4 Students’ Interest Enhancement Strategy

| Statements | SD | D | N | A | SA |
|---|----|-------|-------|-------|-------|
| I always try to make reading as fun as possible | 0 | 12,1% | 18,2% | 39,4% | 30,3% |

Based on the result of the questionnaire and interview show students are applying students’ interest enhancement strategy in their self-regulation in reading.

Self-Handicapping

Students’ efforts to avoid obstacles may obstruct before or during the learning process (Diasti & Mbato, 2020). Based on the result of the questionnaire there are 30,3% of participants agree that they have the high discipline to read the texts as scheduled. Based on the interview P30 said that “I need to schedule my reading session, because there are many activities in boarding, so I should schedule my reading session so it not interrupt other activities”. P16 said “usually when there is no schedule, ma'am, because there are a lot of boarding activities, so I have to be smart to manage the time”

Table.5 Students’ Self-Handicapping Strategy

| Statements | SD | D | N | A | SA |
|--|------|-------|-------|-------|-------|
| I always have the high discipline to read texts as scheduled | 6,1% | 18,2% | 33,3% | 30,3% | 12,1% |

Based on the result of the questionnaire and interview show students are applying students self-handicapping strategies.

Attribution Control

Diasti & Mbato (2020) state attribution control is students attributes internal and external factors as reasons for the success or failure before or during the learning process. There are 36,4% of participants who doubt blame themselves if they do not make any progress in their reading. 12,1% of participants blame other people as the cause of their failure.

Based on the interview P25 said “When I find an obstacle or the task is not finished or I don't understand when I read the reading material, I try not to blame other people, whether it's a very busy roommate or something or a friend invites you to chat even though I'm still doing the reading, I don't want to blame myself either”. In the interview, P30 said “why I should blame other, if that problem caused by my own procrastination”

Table.6 Students’ Attribution Control Strategy

| Statements | SD | D | N | A | SA |
|--|------|-------|-------|-------|-------|
| I blame myself when I do not make any progress in finishing reading chapters | 6,1% | 18,2% | 36,4% | 27,3% | 12,1% |

I attribute other people as the cause of my failure in finishing reading chapters 21,2% 45,5% 12,1% 9,1% 12,1%

Based on the result of the questionnaire and interview show students are not applying attribution control. Because they are not blaming themselves or even others if they are failing in their reading.

CONCLUSION

This research has been done to explore the students' regulation of motivation. Motivation regulations play an important role in their learning process, especially when they are doing the learning process online from home. After they are carried to boarding, they easier in managing their motivation because they are close to their friends and they can motivate each other. First, based on the interview and questionnaire, students are applying at least five strategies in their motivation regulation. Namely, self-consequencing, environmental structuring, goal-oriented self-talk, interest enhancement, and self-handicapping. Second, most of the participants were affected by their friends because they live in boarding. With, the influence of their friends they tend to do procrastination. Based on Mbato and Diasti (2020) procrastination makes students became unmotivated. This statement is proven in this research.

As a supplement, the researcher established two implications. First, students need to regulate themselves in online or offline learning don't easily influence by other students' procrastination. Second, with the living condition in boarding, students need to find the right time and right place to finish their reading before the deadline, because there are many activities in boarding carried out by the students. Third, boarding and school management must work together to facilitate students so that all programs are carried out, both at boarding and school.

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