

THE CORRELATION BETWEEN SELF-REGULATED STUDENTS AND READING COMPREHENSION STUDENTS IN NARRATIVE TEXT AT EIGHT GRADE STUDENTS OF MTSN 1 KOTABUMI IN ACADEMIC YEAR 2019/2020

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Abstrak: Membaca adalah salah satu kemampuan yang harus dimiliki semua siswa dalam proses pembelajaran. Siswa dapat memperoleh banyak pengetahuan melalui kegiatan membaca. Namun pada kenyataannya, banyak masalah yang sering dijumpai dalam proses pembelajaran membaca. Misalkan saja, siswa merasa kesulitan saat memahami makna dalam suatu teks karena mereka tidak mengetahui kosa-kata dalam teks bacaan tersebut. Berdasarkan hal tersebut, peneliti melakukan penelitian yang bertujuan untuk mengetahui adakah hubungan yang signifikan terhadap Self-Regulated yang dimiliki siswa dalam memahami suatu teks bacaan. Penelitian ini dilakukan pada siswa tingkat delapan MTsN 1 Kotabumi tahun ajaran 2019/2020. Penelitian interactive correlation ini dilakukan menggunakan descriptive quantitative method. Populasi penelitian ini adalah keseluruhan jumlah siswa tingkat delapan MTsN 1 Kotabumi tahun ajaran 2019/2020 yang berjumlah sebanyak 192 orang. Adapun, sampel diambil melalui teknik proportional random sampling yaitu sebanyak 34 orang. Dalam penelitian ini, untuk mendapatkan data maka peneliti melakukan tes membaca dengan bentuk pilihan ganda sebanyak 25 butir soal dan memberikan hak anget pada siswa sebanyak 21 pernyataan. Kemudian data tersebut dianalisa melalui uji t. Hasil dari uji hipotesis tersebut menunjukkan bahwa t_{hitung} sebesar 4,717 dan t_{tabel} sebesar 0,684. Hal ini berarti $t_{hitung} > t_{table}$ sehingga H_a diterima dan H_0 ditolak. Dengan kata lain dapat disimpulkan bahwa terdapat hubungan yang signifikan terhadap Self Regulated siswa dengan kemampuan siswa dalam memahami suatu teks pada siswa tingkat delapan MTsN 1 Kotabumi tahun ajaran 2019/2020.

Kata Kunci: Correlation Self Regulated and Reading Comprehension, Self Regulated, and Reading Comprehension.

1. INTRODUCTION

1.1 Background of the Problem

Reading is a skill that is very important in the learning process. Richard and Renandya (2002:273) says there is a

special spotlight in reading activity into many second and or foreign language learning situations. So that reading is an important activity because it allows students to know information that consist on various texts, get fun, work, and face several learning goals. Ideally, the students are hoped to have good

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reading comprehension to make the students success of reading. It is one of essential skills that should acquire by students.

According Shodiq (1994:17) one of the factors that affect the difficulty of understanding reading is a habit learned include the intensity and discipline in the study were applied. Discipline in the study which is herein referred to (*self-regulated learning*). Filho, (2001:12) defines *self-regulated learning* as a situation in which individuals were studied as a control activity of learning itself, monitor the motivation and purpose of academic, manage source power human beings and objects, as well as into the behavior in the process of making decisions and executing in the process of learning. In relation to the importance of self regulated developing students reading comprehension, it is important that teachers know how their students self-regulated learning and its direct impact on their reading comprehension.

Additionally, there were several condition during the learning process of reading which might cause their low scores in reading who got from interviewd the teacher. First, students' understanding about the reading still low because they have bad habits in reading such as reading quickly so that there are words that are forgotten even letters in one word are missed so students do not get

information or knowledge from reading. Second, students are difficult to comprehend the text. Students' vocabulary mastery were also still low. They got bored and confused when they found the new words that difficult to them. Third, students do not know how to spell the words in the English text. This causes students to participate less in reading activity. The students also did not active and did not follow the rules on teaching learning reading. Moreover, when the teacher asked the students to make the questions and give the opinion. Fourth, the lack of students' activity during teaching learning reading process, they cannot participate properly in the learning process. Finally, students feel that they are not effective enough to do learning in the process of learning English. Fifth, they are difficult to arrange the discipline of learning. For example, the students' are disobey the time given to finish the task, they do not pay attention to the teachers instruction, therefore it is difficult for them to develop their reading skill.

1.2 Problem of the Research

In this research, researcher limited the problem in the reading comprehension in narrative text. there are several problem such as, student have poor vocabulary, difficult to

find main idea, can not spell English well and the last get low score. To overcome this problem, the researcher focused to know is there any correlation between students' self-regulated learning and reading comprehension at the eighth grade of MTsN 1 Kotabumi north Lampung in Academic year 2019/2020 or not.

1.3 Concept of Reading Comprehension

Tarigan (2008: 7) says that reading is a process carried out and used by readers to get the message the writer wants to convey through written language. So the constant process of guessing and what one brings to the text is often more important than what is found in it. McNamara (2006:3) also defines reading as an extraordinary achievement when one considers the number of levels and component that must be mastered.

Related to reading, there is comprehension which related in comprehend the students' reading activity. Grabe and Stoller (2002:17) says that reading comprehension is the ability to understand information in text and interpret it appropriately. Reading comprehension refers to reading with understanding. Understanding written text means sampling information from it as efficiently as possible.

Typically, in books on reading comprehension, the question includes the reader reminding what he has read without any further text. Reading is also defined as a process of understanding the meaning of a text. Unless students have a low vocabulary, it makes it difficult for students to know the content of the text.

Klingner (2007:2) adds that reading comprehension is “the process of constructing meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency”. In order to interpret the students' ability to understanding the meaning that convey the writer on the text. There are instructions to help the teacher as reading activity, especially in reading comprehension. There are three steps into the instructions, namely: mention, practice, and assess. So, the teacher can mentions the students' skills that will be use and give the students opportunity to practice these skills through assignments or worksheets, and finally assesses the success or failure of using these skills.

1.3 Concept of Self Regulated Strategy

Filho (2001:12) says self-regulated learning as a situation in which individuals

were studied as a control activity of learning it self, monitor the motivation and purpose of academic, manage source power human beings and objects, as well as into the behavior in the process of making decisions and executing in the process of learning. Zimmerman (2004:36) adds self-regulated learning as the ability of learners to participate actively in the process of learning, both in meta-cognitive, is motivational and is behavioral. In meta-cognitive, individuals who regulate themselves to plan, organize, instruct themselves, monitor and evaluate themselves in the process of learning. In motivational, individuals who learn to feel that he was competent, had self-efficacy and have independence. Whereas in behavioral, individuals who learn to select, arrange, and organize the environment in order to be optimal in the study.

Being a self-regulated learning ability required by students who are facing assignments or independent learning, in contemporary terms, students can be described as self-regulated at the level that they are active participants who are meta-cognitive, motivated, and behave actively in their own learning processes. on (Zimmerman, 1996: 4). Actually, students who have independent learning will be high; a) Better in learning, b) can evaluate, and c)

can be effective for managing their time, here means they can be effectively determined when they have to learn and when they have to play. Zimmerman, Bonner, and Kovach (1996:2) state that, "Academic self-regulation refers to self-generated thinking, playing games and actions intended to achieve certain educational goals, such as analyzing reading assignments, preparing to take tests, or writing a paper.

2. RESEARCH METHODOLOGY

2.1 Research Method

This research used descriptive quantitative of interactive correlation research. Sugiyono states (2010:37) that interactive correlation is a correlation that has one variable influence to other variables which is implemented in quantitative data. So in this case, independent variables and dependent variables are having close correlation with each other.

Variable is an attribute of someone or object that has variants between one person to others, or one object to other objects (Hatch and Farhady in Sugiyono (2012:38). There are two variables, independent variables (X) and dependent variables (Y). Whereas, the independent variables (X) is

Self Regulated Learning and dependent variables (Y) is Reading Comprehension.

2.2 Population, Sample, and Sampling Technique

2.2.1 Population

According to Sugiyono (2012:80), population is generalization of areas that consist of objects or subjects which have quality and certain characteristics that were chosen by researchers to be learned. The population of this research was all the students at the eighth grade of MTsN 1 Kotabumi in academic year of 2020/2021 which consist of six classes.

TABLE 1
POPULATION AT THE EIGHTH
GRADE OF MTSN 1 KOTABUMI
IN ACADEMIC YEAR 2019/2020

Number	Class	Students
1.	VIII A	32
2.	VIII B	32
3.	VIII C	32
4.	VIII D	32
5.	VIII E	32
6.	VIII F	32
Total		192

2.2.2 Sample

Sample is a limited number of elements from a proportion to represent the population. Arikunto (2006:134) states that if the subject is less than 100, it is better to take all the subjects, but if the subject is big population (more than 100), the researcher can take between 10% - 15% or 20% - 25% or more. The researcher took 15% students as sample for the populations. So, the total of samples in this research was 34 students at eighth grade of MTSN 1 Kotabumi in academic year 2019/2020.

2.2.3 Sampling Technique

This research used proportional random sampling technique. Proportional random sampling technique is the sampling technique applied in this research, for the sampling technique is proportional in randomly, each member of the population has an opportunity to be selected as members of the sample and each class is represented to be the sample in this research (Sugiyono, 2014: 64).

2.3 Data Collecting Technique

The researcher collected data from students using two kinds of different test. To get the data of students' reading

comprehension test in narrative, the researcher used multiple choice. Meanwhile, the researcher used questionnaire to get data of self regulated students.

3. Data Analysis

Data analysis is a process to know the interpretation of the data which is collected to be concluded (Arikunto, 2010:53). In this research, the researcher analyzed the data that has been collected by using statistical analysis. This statistical analysis is used to measure what is there significant correlation between students Self regulated and Reading comprehension in narrative text at the eighth grade of MTsN 1 Kotabumi North Lampung. The data used in the analysis from both test. The data analysis technique also included the normality test, homogeneity test and hypothesis test.

4. RESULT AND DISCUSSION

4.1 Research Result

Before the researcher do the research, the researcher do a try-out. So, there are two processes in this research. After got the data of try-out, the researcher analyzed the data with validity and reliability testing.

Meanwhile, the result of the real research would be analyzed with normality and homogeneity test. Finally the result also would be analyzed with hypothetical test.

4.2 Data Description

a. Validity Instrument

The validity of the instrument on reading comprehension was calculated using the Point Biserial Correlation formula. The criteria of the instrument can be said to be valid if r_{observed} is bigger than r_{table} the items are valid questions. From the 50 items tested, there were 25 items which were valid.

TABLE 2
THE SUMMARY OF VALIDITY TEST
ON TRY OUT
OF READING COMPREHENSION
TEST

Observation	Total	Numbers
Valid items	25	2, 3, 4, 5, 7, 10, 14, 15, 16, 17, 18, 23, 24, 28, 32, 33, 35, 36, 37, 40, 42, 45, 46, 47, 49.
Invalid items	25	1, 6, 8, 9, 11, 12, 13, 19, 20, 21, 22, 25, 26, 27, 29, 30,

		31, 34, 38, 39, 41, 43, 44, 48, 50.
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Moreover, validity test of students self-regulated Questionnaire test was calculated by using Product Moment Formula. The result of validity the test showed that there were 21 out of 40 items which were valid.

TABLE 3
THE SUMMARY OF VALIDITY TEST
ON TRY OUT
OF SELF REGULATED LEARNING
QUESTIONNARE TEST

Observation	Total	Numbers
Valid items	21	3, 4, 7, 8, 11, 14, 15, 17, 18, 20, 23, 24, 26, 27, 29, 30, 32, 34, 36, 38, and 40.
Invalid items	19	1, 2, 5, 6, 9, 10, 12, 13, 16, 19, 21, 22, 25, 28, 31, 33, 35, 37, and 39.

b. Reliability of Instrument

Reliability of try out instrument was very needed to know the instrument that will be used was reliable or not. After the instrument validation was found the results of

the validation was calculated using split half. The criterion or reliable instrument is if r_{11} bigger than r_{table} in significant level 5% and $n = 50$. The result of reliability test of instrument reading was shown by table 4 below:

TABLE 4
THE SUMMARY OF RELIABILITY
TEST OF READING INSTRUMENT

Observation	Result
$r_{observed}$	0.765
r_{table}	0.7
Description	The instrument is reliable

Based on the table above, it can be seen that $r_{observed}$ was bigger than r_{table} ($0.765 > 0.7$), it means that the test was reliable.

Meanwhile, the reliability of self regulated learning questionnaire was calculated by using Alpha Formula. The criterion for reliable instrument is if $r_{observed}$ greater than r_{table} in significant level 5% and $n = 20$. The result of reliability test of students self regulated learning questionnaire test was shown by table 5 below:

TABLE 5
THE SUMMARY OF RELIABILITY
TEST OF SELF REGULATED
LEARNING

Observation	Result
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r_{observed}	0.799
r_{table}	0.7
Description	The instrument is reliable

From the tables above, the criteria for the calculation of the reliability test is that the result of the calculation of r_{observed} is greater than the r_{table} with a significant level of 5% and $n-20$. This shows that the test instrument is reliable. Based on the table above, it is known that the r_{observed} value for students 'critical thinking instruments and those used for students' critical thinking instruments is greater than the r_{table} , namely $0.799 > 0.7$.

4.3 The Result of Data Analysis

After getting the results of the validity and reliability instrument of try-out, the researcher analyzed the normality and homogeneity of the data.

Normality Test

The normality test is used to know whether the data which is gotten from the population has normal distribution or not. In this research, the researcher test were used to analyze the data from the sample are normal or not. In this research, the researcher used the Liliefors formula that has criteria, if L_{table}

$> L_{\text{observed}}$ so H_0 . It means that the sample of research taken from population have distribution. The result of normality test can be seen in the table below:

TABLE 6
The Summary Normality of Reading Comprehension

N O	Variable s	$L_{0\text{max}}$	L_{table}	Descriptio n
1	X	0,16 6	0,16 7	Normally Distribute d
2	Y	0,16 2	0,16 7	Normally Distribute d

Based on the table above, it can be concluded that data which came from self regulated (X) and reading comprehension (Y) have normally distributed.

4.3.1 Homogeneity Test

The Calculation of Homogeneity test in this study was done *using Barlett Test* with a significance level 0,05 with chance $(1-\alpha)$ and dk is $(K-1)$. The goal is to find out whether the samples taken have the same variant (homogeneity). The results of the homogeneity test are as follows:

TABLE 7
THE SUMMARY
HOMOGENEITY OF READING
COMPREHENSION

Taraf Signifikan	χ^2_{hitung}	χ^2_{tabel}
0,05	1,758	3,841

From the calculation results obtained $\chi^2_{hitung} = 1,758$ and $\chi^2_{tabel} = 3,841$ so that $\chi^2_{hitung} < \chi^2_{tabel}$ so H_0 received. So, it means that the data is homogeneous.

4.3.2 Hypothetical Test

After the data were normally distributed and homogeneous, the hypothesis was tested using the Pearson Product Moment formula. Hypothesis test is complete. After the results of using Pearson's product moment formula were carried out, the researchers continued to calculate the significant correlation results using the formula t-test to determine the significant relationship between the two variables in this study, namely; self-regulating and reading comprehension.

H_0 : There is no significant correlation between Self Regulated and Reading comprehension in narrative text at the eighth grade students of MTsN 1 Kotabumi Academic Year 2019/2020.

H_a : There is significant correlation between Self Regulated and Reading comprehension in narrative text at the eighth grade students of MTsN 1 Kotabumi Academic Year 2019/2020. Meanwhile, the result of statistically hypothesis to be proved was as followed:

TABLE 8
The Summary Hypothesis of Reading
Comprehension

Taraf Signifikan	t_{hitung}	t_{tabel}	r 11
0,05	4,717	0,684	0,679

Based on the results of the product moment, the results of the correlation coefficient are obtained $r_{11} = 0,679$, $t_{hitung} = 4,717$ dan $t_{tabel} = 0,684$ so that t_{hitung} greater than t_{tabel} is $4,717 > 0,684$ with significantly 0,05. So it can be concluded that H_0 is rejected. It means that there is a significant relationship between independent learning and reading comprehension.

Discussion

Based on the results of data analysis, shows that $t_{observed}$ is greater than t_{table} . As a result H_0 says that there is no significant correlation between Self Regulated and Reading comprehension in narrative text at

the eighth grade students of MTsN 1 Kotabumi Academic Year 2019/2020 is rejected while H_a says there is significant correlation between Self Regulated and Reading comprehension in narrative text at the eighth grade students of MTsN 1 Kotabumi Academic Year 2019/2020 is accepted. The result from the research, H_a there is significant correlation between Self Regulated and Reading comprehension in narrative text at the eighth grade students of MTsN 1 Kotabumi Academic Year 2019/2020 is accepted.

This is supported by the explanation of Klingner et al (2007:12) who says, "Reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, reading words, and fluency",

In addition, a person's ability to understand texts is influenced by their nature and skills, one of which is the ability to make conclusions. One of the other problems has to do with self-regulation. Self-regulated learning is one of the six domains of self-regulation, and is closest to the interests of teachers. Broadly speaking, it refers to learning that is guided by metacognition (thinking about one's thinking), strategic action (planning, monitoring, and evaluating personal progress against standards), and

motivation to learn. "Self-regulated" describes the process of taking control and evaluating a person's learning and behavior. Carneiro Roberto, et al (2011:13) suggest that independent learning is a domain where students develop independent learning strategies and skills.

5. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of hypothesis in this research, the researcher found that there was a relationship between the two variables. That is, this study found that there was a significant relationship between student self-regulation and the reading ability of grade VIII students at MTsN 1 Kotabumi with a significant test result (t-test) obtained t_{observed} 4,717 while t_{table} was 0,684. The criterion of significance is if $t_{\text{observed}} > t_{\text{table}}$. This means that the alternative hypothesis (H_a) is accepted, which means that there is a significant relationship between student self-regulation and reading comprehension of grade VIII students of MTsN 1 Kotabumi academic year 2020/2021.

5.2 Suggestion

Based on the above conclusions, the researcher provides some useful suggestions for some parties so that theoretically they can support existing theories about student self-regulation and reading comprehension in MTsN 1 Kotabumi for English teachers and for future research.

a. For Teachers

The researcher hopes that this can help them to improve students' self-regulating skills in learning English by using several good methods that are useful and easy for them in the

process of learning English, especially in reading comprehension

b. For the next researchers

The researcher hopes this research can be of interest for further researchers to find out about student self-regulation in relation to reading comprehension and they can conduct other research with other aspects of English language skills.

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