

## **The Effectiveness of Using Self-Regulation Strategies on Preparatory School Pupils Reading Comprehension**

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### **ABSTRACT**

The purpose of this research is to determine how pupils' reading comprehension is impacted by the use of self-regulation strategies. A hypothesis be established, The post-test results for reading comprehension did not show a statistically significant difference between the two groups. One group received teaching in self-regulation strategies, while the other group received traditional instruction. A random sample of 80 pupils from the 2023–2024 school year at Umm Al-Mu'minin Preparatory School for Girls will be used to test the hypotheses. 40 pupils will participate in the experiment, with the goal of learning a self-regulation approach, and forty pupils will serve as controls, receiving instruction in the traditional manner.

Conducting a reading comprehension exam before and thereafter. Both categories are now on an equal footing. The dependability coefficient has been confirmed using the Alpha-Cronbach technique. Statistical study of the items has assessed their discriminating power and difficulty level. Consequently, the post-test has been administered to the whole sample. Using the formula for the T-test of two independent and paired samples, the data acquired from the post-test results have been statistically evaluated. The findings show that this technique was successful in improving reading comprehension, as shown by a statistically significant difference in the mean post-test scores of the two

groups. We provide suitable recommendations and ideas for future research based on the results and conclusions of this study.

**Key words:** The effectiveness, Self-Regulation Strategy, Preparatory School pupils, Reading Comprehension.

فاعلية استخدام استراتيجيات التنظيم الذاتي على الاستيعاب القرائي لطلاب المرحلة الإعدادية

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### المخلص

الغرض من هذا البحث هو تحديد كيفية تأثر فهم القراءة لدى التلاميذ باستخدام استراتيجيات التنظيم الذاتي. تم وضع فرضية مفادها أن نتائج الاختبار البعدي لفهم القراءة لم تظهر فروق ذات دلالة إحصائية بين المجموعتين. تلقت إحدى المجموعات التدريس في استراتيجيات التنظيم الذاتي، في حين تلقت المجموعة الأخرى التعليم التقليدي. سيتم استخدام عينة عشوائية مكونة من ٨٠ تلميذة من العام الدراسي ٢٠٢٣-٢٠٢٤ في مدرسة أم المؤمنين الإعدادية للبنات لاختبار الفرضيات. سيشارك في التجربة ٤٠ تلميذاً، بهدف تعلم منهج التنظيم الذاتي، وسيعمل أربعون تلميذاً كعناصر تحكم، حيث يتلقون التعليم بالطريقة التقليدية.

إجراء اختبار الفهم القرائي قبل وبعد. كلتا الفئتين الآن على قدم المساواة. تم التأكد من معامل الاعتمادية باستخدام تقنية ألفا كرونباخ. قامت الدراسة الإحصائية للعناصر بتقييم قوتها التمييزية ومستوى الصعوبة. وبناء على ذلك فقد تم تطبيق الاختبار البعدي على العينة بأكملها. وباستخدام صيغة اختبار T لعينتين مستقلتين ومزدوجتين، تم تقييم البيانات التي تم الحصول عليها من نتائج الاختبار البعدي إحصائياً. وأظهرت النتائج أن هذه التقنية كانت ناجحة في تحسين فهم القراءة، كما يتضح من وجود فرق ذو دلالة إحصائية في متوسط درجات الاختبار البعدي للمجموعتين. ونقدم التوصيات والأفكار المناسبة للبحث المستقبلي بناءً على نتائج واستنتاجات هذه الدراسة.

الكلمات المفتاحية: فاعلية، استراتيجية التنظيم الذاتي، تلاميذ المرحلة الإعدادية، الفهم القرائي.

## 1. Introduction

### 1.1 The Problem of the Study and its Significance

One of the key objectives of educational progress is to improve pupils' capacity to learn how to learn. Teachers are needed to educate pupils the necessary information, skills, and techniques in order to achieve this

aim. pupils must also store the knowledge and abilities they have been taught in order to become skilled, long-term learners. Learners who are able to learn by doing are those who are able to modify their own learning processes via the efficient and effective management of both time and material. The self-regulated learning theory put out by Zimmerman in the 1980s is associated with this process. For pupils to successfully engage in self-regulated learning, they must be able to observe and adapt their own learning strategies apart from their instructor and peers. Tasks that fall under the umbrella of "monitoring" include verifying the study's content, cataloguing difficulties encountered while learning, assessing development, and predicting results (Cheng, 2011).

A person's mind, emotions, actions, and surroundings are all required for this complex endeavour. Pupils may enhance their study habits, track their progress, assess their performance, devise strategies to reach their goals, and assess their learning and academic achievement via the use of self-regulated learning activities (Zumbrun, et.al 2011).

Learning how to self-regulate is an involved process that requires full cognition, self-awareness, and understanding of and practice with various learning strategies (Lockee, 2008). In order to help pupils self-regulate their learning, Schunk and Rice (1998) state that teachers should provide pupils opportunities to reflect on their own learning and how they're doing.

Pupils may benefit from these strategies because they lead the creation of individual learning plans that boost retention and achievement. As long as self-regulation isn't a character flaw, pupils may learn and perform better by controlling their emotions and activities (Pintrich, 1993). Using a self-regulated cycle may help pupils study more effectively and feel more in charge of their own learning (Zimmerman, 2002). Research

on self-regulated learning has recently emerged in light of this perspective on education.

Motivating elements of self-regulated learning have been highlighted, with a focus on locus of control dimensions and attributions.

According to Peterson (1990), as reported in Tavakoli and Ebrahimi (2011), pupils with negative attributional styles tend to have worse grades, have goals that are unclear, make less effective use of learning resources, and achieve less overall success. Also, pupils may change these traits if they are conscious of them and listen to their teachers' recommendations. According to Zimmerman (2000), pupils who are able to self-regulate their learning utilise these characteristics to evaluate their own performance in class and make adjustments as needed.

According to Williams and Burden (1979), learning does not occur in a vacuum. In order to define learning outcomes, there are several learner-external and learner-internal variables, including environmental, social, and political aspects, that interact in sophisticated ways. Pupils' worldviews also have a major role on their academic achievement (Salman, 2012).

Good, poor, and failed comprehension are some of the standard criteria used to evaluate comprehension tasks, which is why reading comprehension is a main goal in language learning (Tella et.al. 2009).

### **1.2 Aims of the Study**

The aim of the present study is to determine whether teaching self-regulated learning strategy has any effectiveness on pupils' reading comprehension.

### **1.3 Hypothesis of the Study**

It is hypothesized that there is no statistical significant difference between the mean scores of the experimental group which is taught reading comprehension according to self-regulation strategy and that of

the control group which is taught by the conventional way in the in the reading comprehension post-test.

#### **1.4 Limits of the Study**

The limitation of this study is:

1. Iraqi EFL Fifth preparatory school pupils.
2. The academic year for (2022–2023).
3. The textbook “English for Iraq” for fifth preparatory school pupils (Olivia et al.,2013).

#### **2.5The Value of the Study**

The current study is expected to be of valuable for:

1. pupils who use Self-Regulation strategy during reading a text that increase discussions.
2. Researchers and experts in EFL who are interested to develop pupils’ reading comprehension.

### **2. Theoretical Background**

#### **A. Self-Regulated Learning**

According to Zimmerman and Schunk (2008), SRL is when pupils consistently produce their own sensations, behaviours, and ideas in order to reach their learning objectives. To add to this, "self-regulated learning refers to learning that occur when individuals are metacognitive, motivationally and behaviourally active participants in their own learning process" (Zimmerman, 1989, p. 329), as stated by Zimmerman (1989). A number of factors that contribute to effective learning may be described by the concept of self-regulated learning, according to Boekaerts (1999). When educational psychologists started paying close attention to the concept of self-regulated learning, they came up with many hypotheses to explain what the term "self-regulated learning" meant and what made it tick.

To find out how pupils learn to control their own learning processes, researchers have been studying self-regulation of academic

performance and learning over the last 20 years. Unlike assessments of intelligence or scholastic prowess, "self-regulated learning" (SRL) is defined as "the self-directive processes and self-beliefs that enable learners to transform their mental abilities, such as verbal aptitude, into an academic performance skill" (Pintrich 2002 Cited in Soureshjani 2011).

SRL, or self-regulated learning, is a proactive approach that pupils use to improve and acquire academic abilities including goal-setting, strategy-choosing and -displaying, and efficacy management. Although SRL was mostly considered significant when learning was done on an individual basis, such as when pupils sought for assistance from instructors, parents, or classmates. Whether or if a pupil demonstrates initiative, persistence, and adaptable ability is the most important factor. In addition to metacognitive methods, these proactive learner traits originate from beneficial motivating ideas and emotions (Zimmerman, 2008).

Significant implications for teacher-learner interaction are accompanied by SRL's unique impacts on the learner. SRL learners are not only receptive; they actively seek out knowledge when necessary, are aware of their own strengths and limitations, and are therefore able to learn (Zimmerman, 2002).

These days, researchers are paying close attention to self-regulated learning, and there have been a plethora of studies conducted on the topic. Theories of knowledge and the ability to control one's own learning were the subjects of a descriptive study by Aksan (2008). She arrived to the conclusion that pupils are better able to choose effective learning tactics when they possess self-regulation abilities. Therefore, it is essential for pupils to be aware of their own learning processes and the ways in which their knowledge is being presented.

## **B. Reading Comprehension**

In classes for languages other than English, the ability to understand what pupils read is of utmost importance. A lot of people think it's a fun way to learn new things. Pupils may also use it to their advantage by expanding their understanding (Rivers, 1981). Reading, according to Alderson, is "an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed" (Alderson, 2000, P.8). The procedure involves exchanging information in order to activate relevant knowledge and achieve corresponding language abilities. In order to understand what someone else has written, readers must pay close attention to what they are reading and draw on their prior knowledge and abilities (Shahmohammadi, 2011).

Reading, on the other hand, is never in vain. It is taken for granted that everyone does it, and it is thus an essential aspect of everyday life. According to Bernardo (2006), the aim of reading determines why one reads. Finding meaning in what a writer has written is the point of reading. Reading, by definition, requires understanding. People aren't reading if they can't understand what they're reading. Therefore, according to this definition, reading does not include activities that do not involve understanding, such as learning grammar forms, expanding one's vocabulary, or enhancing one's pronunciation (Chastain, 1988).

Reading instruction should lead pupils to actively engage with texts in order to deduce meaning.

## **C. Nature of Second Language Reading Comprehension**

Pupils rely on reading as their main means of acquiring understandable information. Reading was seen as a two-way street between the reader and the text, as stated by Ahmadi Gilakjani et.al (2012). The main idea is that the reader uses what they already know in addition to what they learn from the text to rearrange the information that is there in the text.

According to scholars, reading is an active activity that involves the interplay of many cognitive abilities that work in tandem to allow for fluent reading comprehension. Skill in reading include both basic identifying abilities and the ability to understand and comprehend text at a more advanced level (Hernandez, 2003). This one is responsive since the writer is communicating with the reader. The reading process is described by "recent researchers in reading in a way that implies an active reader intent upon using their background knowledge and skills to recreate the writer's intended meaning" (Chastain 1988, P. 216), according to Chastain (1988). The capacity to build meaning before, during, and after reading by integrating previously acquired information with what is given by the author in context is often believed to constitute reading comprehension. What this means is that readers need to draw on their prior knowledge and experiences in order to develop a reasonable and correct understanding of what they have read (Ahmadi Gilani, et.al 2012).

Reading comprehension may be either comprehensive or intense. In what follows, we'll break into these two categories.

–Extensive reading: reading a huge amount of content quickly and efficiently entails scanning and skimming, as defined by Hedge (2005). Finding the main points to help with reading comprehension is the goal. If you want to get a good grasp of what you read, Richards and Schmidt (2002) say you need to read a lot.

Pupils are expected to read a substantial quantity of literature while having pleasure with it, regardless of the specific methods used to implement an intensive reading program.

According to Richards and Schmidt (2002), the goals of extensive reading include fostering a love of reading, improving reading habits, and expanding one's vocabulary and understanding of text structure. Scientific studies have shown that reading for long periods of time



improves both reading speed and comprehension. Pupils demonstrate growth in their spelling and vocabulary understanding, and it seems to lead to significant vocabulary acquisition. Pupils' enthusiasm and attitude towards reading, which are aspects of the emotional domain, are reportedly improved with prolonged reading (Yueh, 2008).

When you read a piece word by word in order to fully grasp its meaning and definition, you are engaging in intensive reading. Day (2003) explains that structural reading focusses on the text's syntactic and semantic forms, features inside the structure, to decipher its literal meaning and implications. Reading slowly and attentively to notice the subtleties is similar to intense reading, in which pupils study the text to determine the writer's goals (Hedge, 2005).

She claims that the goal of classroom focused reading activities is to help pupils develop reading skills. They help pupils get used to the conventions of written English via in-depth analysis of various texts.

Improving and refining word study abilities, passive vocabulary, sentence construction skills, and active vocabulary may be achieved by extensive reading, according to Hafiz and Tudor (1989), which often involves a slower pace and a better level of comprehension. Extensive reading is believed to have educational benefit because it exposes pupils to a huge amount of engaging and relevant second language content over an extended period of time, which is believed to improve pupils' command of the L2.

### **3.Methodology**

This research makes use of a quasi-experimental approach. As a means of controlling variables and approximating cause and effect, this study strategy is among the many available. Because the researcher watches or controls how groups of participants are treated and then measures the treatment's effects on each group, experimental research is able to stand out from other types of quantitative research. According

to Best (1981), researchers conduct experiments by controlling or manipulating one or more independent variables and then observing the impact on the dependent variable or study result.

A random treatment is an integral part of this study design. Pretests are often administered to both groups by researchers to ensure that they are comparable. To ensure that the control and experimental groups are starting the experiment on an equal footing, a pretest is administered. This study essentially seeks to determine whether there are any inherent differences in ability or other characteristics between the two groups (Lodico et al., 2006).

So, in order to accomplish the goals of this research, two groups—the experimental and the control—are selected at random. We have already tested both groups. Then, the instructors in the control group follow the textbook's traditional approach to the classroom, while the pupils in the experimental group learn to self-regulate. Consequently, the study's sample consists of two groups of female fifth graders from preparatory schools. To see whether there are any noteworthy discrepancies, we compare the test results for the dependent variables in both groups. The experimental design of the study is shown in table (3.1).

**Table (3.1) The Experimental Design**

Experimental Group	Reading comprehension Pretest	Independent Variable Self-regulation Strategy	Reading comprehension Posttest
Control Group	Reading comprehension Pretest	_____	Reading comprehension Posttest

**A. Participants**

A total of 80 female pupils from a preparatory school participated in this research. Children whose test results fell somewhere between one standard deviation above and one standard deviation below the mean were chosen to take part in the study. From this pool of potential volunteers, eighty were chosen for the research. In this research, the average age of the participants was between fifteen and eighteen.

**B. Instrument**

In order to conduct the purpose of the present study an instrument is used, namely, a reading TOEFL Test provided data for this research.

**1. Reading TOEFL Test**

The participants were given a standard reading exam twice: first before therapy to gauge their pre- and post-treatment reading levels, and again to gauge their post-treatment reading comprehension. The reading portion of the exam was a 25-item multiple-choice version of the TOEFL practice reading section, and the posttest followed suit.

**4. Result and Discussion**

In order to accomplish the aim of the research, which was to examine the impact of teaching pupils self-regulated learning techniques on their reading comprehension, descriptive and inferential statistics were used to analyse the gathered data.

**A. Descriptive Statistics of the TOEFL Test**

This study's subjects were all given the same TOEFL exam to ensure statistical homogeneity. Table 4.1 displays the results of the TOEFL test's descriptive statistics. The table shows that there was a standard deviation of 10.34 and a mean score of 66.57. So, 24 pupils were selected with scores that vary from one standard deviation above the mean to one standard deviation below the mean, ensuring a homogeneous sample. B. Verifying the Illusion of Absence

The researcher planned to use an independent sample t-test to compare the participants' mean scores from the pretest and posttest in order to confirm or refute the study's null hypotheses.

Pretest mean scores are statistically significant at a level of 0.602, which is more than the alpha threshold of 0.05. The results of the reading test do not change significantly from one administration to the next.

the t-test for independent samples used to compare the average reading test results of pupils. Seemingly lower than the alpha level (0.05), the statistical significance of the mean scores is 0.015, according to the data shown in this table. There is a lot of literature on self-regulated learning and achievement, particularly in reading comprehension, and this study's findings are consistent with a number of those studies. Therefore, it can be concluded that there is a significant difference between the mean scores of the pupils at the posttest administration of the reading test, and the null hypothesis is rejected. It is clear from the relevant literature on reading comprehension and self-regulated learning strategies (Zimmerman, 2002; Schunk & Rice, 1998) that both play an important role in education. This is particularly true when one considers the findings of Wolverton (2008), who finds that pupils who use SRL strategies do better in both developmental reading and academic work.

Pupils' ability to self-regulate their learning and comprehend what they read in English were the subjects of Protontep's (2008) research on an intensive reading program. Pupils' pre-test results on reading comprehension were used to categorise them into lower and higher level groups. His research demonstrated that pupils' English reading comprehension varied significantly, particularly among those whose proficiency levels were lower.

Additionally, pupils regularly reported employing metacognitive and performance control tactics, according to the self-regulated learning interview schedule. The pupils' verbal reading procedures also showed that self-regulated learning tactics were more often used during the performance or volitional control phase compared to the foresight or self-reflection phases.

Reviewing the data analysis tables once again reveals that the study's findings corroborate the previously stated fact that pupils who master methods of self-regulation have far greater success in school, particularly in reading comprehension.

Finally, it should be stressed that this research, like all research, had its limitations and restrictions. As a result, any conclusions drawn should be approached with caution and evaluated in light of these restrictions and limitations (Khaki, 2013). The researcher also hopes that policymakers, curriculum designers, learners, and teachers will all be able to use the study's findings to foster an environment that is conducive to language learning and help pupils reach their reading comprehension objectives.

### **5. Pedagogical Implications**

The results of this research have substantial implications for how reading comprehension is taught in the classroom, particularly in relation to the role that teaching self-regulated learning techniques has in improving pupils' reading comprehension and overall performance. The results of this research may be used by educators and curriculum developers to create lessons and activities that help pupils and instructors understand the subject better, as well as by exercise designers to help pupils and teachers reach their reading comprehension objectives. Teachers should be provided with handbooks that outline effective ways for teaching. Teachers will be able to better instruct their pupils, and pupils will develop more autonomy and commitment to their language learning journey. The current study's

findings, as stated above, should motivate policymakers, administrator, and teacher educators to provide EFL instructors with training and experiences that improve their reading comprehension teaching methods and strategies so that pupils can benefit from the study's findings on self-regulated learning .

## **6. Conclusion**

The purpose of this research was to examine the efficacy of self-regulation techniques in enhancing reading comprehension. According to the data, there is a statistically significant variation in the mean scores of the reading test administered after the test ( $P=.016<.05$ ). Therefore, it is reasonable to assume that teaching EFL pupils self-regulated learning practices influences their ability to comprehend what they read. The results show that there is a statistically significant relationship between pupils' reading comprehension and the strategies for self-regulated learning, and we can reject the null hypothesis that these strategies have no effect on pupils' reading comprehension.

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