

AN OVERVIEW OF SELF-REGULATED LEARNING STRATEGY IN CRITICAL READING FOR UNIVERSITY STUDENTS

FaraAlvioleta

Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Surabaya
faraalvioleta16020084001@mhs.unesa.ac.id

Abstrak

Mahasiswa merupakan pelajar yang berada di level tertinggi dalam pendidikan. Hal tersebut menjadikan mahasiswa sebagai pelajar yang mandiri dan mempunyai tanggung jawab lebih untuk menjadi pelajar sukses yang diatur oleh mereka sendiri. Oleh karena itu, mereka mempunyai hak penuh untuk menentukan tujuan belajar, menentukan strategi pembelajaran yang tepat untuk digunakan, mengontrol strategi yang digunakan, mengevaluasi apakah strategi tersebut efektif atau tidak, dan berkaitan pula dengan control emosi, lingkungan sekitar, dan motivasi. Regulasi penggunaan strategi tersebut disebut juga dengan self-regulated learning strategy (strategi belajar mandiri). Untuk menjadi pelajar sukses, mahasiswa harus memahami keterampilan membaca untuk memproses informasi yang kebanyakan didapat dari bacaan, sehingga mereka perlu membaca secara kritis. Artikel ini ditulis dengan tujuan SRL mampu meningkatkan kemampuan siswa membaca kritis dengan melakukan tahapan-tahapan dalam SRL, seperti menentukan tujuan belajar, menggunakan strategi yang efektif, memonitor hasil belajar yang dapat memicu kemampuan siswa berpikir kritis dan siswa akan mengaplikasikannya untuk mengkritisi materi bacaan.

Abstract

University students are the learners in the higher level of education. It makes them be independent learners and have more responsibility to be successful learners which regulated by themselves. It means that they have an authority to set their own goals, deciding suitable strategies to be used, controlling the strategies they are used, evaluating whether the strategies are effective or not, dealing with their emotion, environment, and motivation. The regulation of those strategies can be called as self-regulated learning strategy. To be a successful learner, university students have to comprehend the reading skill in order to processing the information for academic purposes and the information most of from the texts, so that they have to read critically. This article is written to inform that self-regulated learning strategy promotes students' critical reading. It is proven that SRL promotes students' critical reading by doing steps in SRL—such as setting goals, applying efficient strategies, monitoring performance triggered students to think critically and students will apply it to criticize the reading material.

Key Words: self-regulated learning (SRL), university students, critical reading

INTRODUCTION

Every student wants to be a successful learner. According to (Seli & Dembo, 2012) to be a successful learner the students need to know and understand what factor that affect their achievement, the motivation that is needed to achieve the goals, the way to learn, and how much effort that is needed. University students have more responsibilities to be independent learners than high school students. The university students have to comprehend the material they get, including reading. For instance, they need to know what is the material they have read, why the writer or the author stated the statements, how they response, and why they response it. Whereas, in the high school, they are not taught how to go deeper comprehending the reading material, high school students just required to understand what the reading material talks about and have no idea how to criticize

the reading material. The university students should understand every single word, sentence, including their reading ability, vocabulary knowledge, and how they analyze the reading material (Oakhill, Cain, & Elbro, 2015). Therefore, they have to plan what strategies they will use, control the effective strategies, evaluate whether they have achieved their goals or not, they need to revise the strategies if it is not effective for them. The university students are in the higher level of education, so, it is common for them to use their critical thinking by applying some strategies in the learning process.

Due to the university students are requiring to use their critical thinking to solve the more challenging learning process in the higher level of the education. Later, the higher level of education they get, the more challenging responsibility they have to acquire the materials. However, many undergraduate students in first-year quite passive while attending

course in large lecture halls that present to memorize facts and anonymity (Stefanou & Salisbury Glennon, 2002).

Moreover, reading is one of important and challenging skill because they have to read a lot of academic paper for completing their assignments or as sources of their academic writing for the requirement of graduation. For example, many college students report that they spend considerable time reading a book many times before an examination.

Nevertheless, some students are not aware if the strategies they use are ineffective. For example, many students underlining/highlighting words or phrase that they do not understand and reread it, but still they do not get much information on it because that activities is only involve little thinking and consist of relatively passive activities, so they do not gain much information (Seli & Dembo, 2020).

University students have to realize that they are pilots for their own learning project. So that, the students should realize that they need to motivate themselves to be independent learner. Beside they need motivation, they have to know what are they going to do to achieve their goals, what strategies that they will apply, and how effective the strategies for their progress to achieve their goals (Seli & Dembo, 2012).

On the other words, the university students need to regulate their own learning strategies. According to (B. J. Zimmerman, Bonner, & Kovach, 1996) self-regulated refers to self-generated thoughts, feelings, and actions to achieve the goals such as analyzing the reading assignment, preparing to take a test, or writing a paper. Students have a lot of activities to do in order to fulfill their learning task to pass the grade. When students do their learning task they set the goals to get better score to pass the course, so that they need proper strategy to achieve their goals. Moreover, students have to read a lot to gain much information to fulfill their task and reading is one of challenging skill to be acquired by students. Thus, this paper will discuss that self-regulated learning strategy promotes the university students' critical reading. Self-regulated learning strategy promotes some strategies to use in order to achieve students' goals efficiency and properly. Furthermore, the goals can be set depend on each student's need. Due to each student has different learning goal, so this strategy can be applied for all students.

The regulation and consideration of why self-regulated learning strategy has an effect to promote the university students' critical reading will be explained in the following session. First, this paper will explain the concept of learning strategies generally because this paper will much discuss about

strategy in learning process. Second, it will talk about self-regulated learning strategy that is one branch of learning strategies that can applied in various learning skills, not only in reading. Third, this paper will elaborate the important of reading, especially critical reading. The next topic will talk about reading strategies. It is explained to understand what kind of reading strategies that can be implemented in critical reading. Last, the effect of self-regulated learning strategy is used to promote student' critical thinking, by providing previous study and the statements from experts.

LEARNING STRATEGIES

Several experts have states the definition about learning strategies. Barnwell, O'Malley, & Chamot(1990) stated that learning strategies are several activities that the learners use by collecting and analyzing information to achieve the learning goals. According to (Cohen, 2014) success means that the learners acquire the language and apply the language to communicate properly. Thus, university students can be categorized as successful learners if they are capable to write academic paper as one of graduation requirement in the language, comprehend and also apply the components of language well. Based on (Cohen, 2014) learning strategies are about techniques of learning chosen by the learners to complete the assignment, to acquire the knowledge, to solve the learning problems in order to achieve the goals, to make easier learning. They will face diverse learning problems and they have to solve it by themselves, so that, they have to be more selective to be able use appropriate strategies to promote their learning goals. Learning strategies is some activities that the learners use in order to achieve their goals effectively (Oxford, 2017).

When the learners use the strategies, there is information processing occur because they have to memorize their prior information related to the task that they do then, they have to analyze it toward use the effective techniques to acquire the knowledge (Oxford, 2017). Learning in the class or outside the classroom has purpose to gain as much as information to be used when needed such as answering quizzes, completing assignments, writing academic paper. The information that they get it should be stored in their long-term memory before they can use it, so they have to memorize the information first.

An Overview Of Self-Regulated Learning Strategy In Critical Reading For University Students

Barnwell, O'Malley, & Chamot also stated that there are three types of learning strategies. There are cognitive strategies deal with how the learners process the information that they know to complete the task, metacognitive strategies deal with how the learners control the technique that they use to achieve their goals such as—planning, monitoring, and evaluating, socio-affective deals with how the social influence them to achieve their goals.

Oxford, 2017 stated when the learners use strategies, it involve cognitive and metacognitive aspect—cognitive strategies deal with every technique that the learners have willingness to do it such as analyzing, comparing, synthesizing, while metacognitive strategies deal with how the learners maintain the techniques that they use, they plan, control, and evaluate the techniques that they use to be successful learners. It is related with the previous paragraph that is information processing is needed to acquire knowledge. To complete their assignment they need to answer it with the information they have. Cohen also classified strategies in several ways based on the function that are cognitive, metacognitive, social, or affection.

In accordance with (Cohen, 2014) cognitive strategies is about how the learners process the data that they get to complete their assignment or their goals of the study, it involves the processing of perception, conceptualizing, and the others process that involves data processing. The processing of the information is needed to be used in the learning process such as comparing, analyzing, summarizing, and others activities that involve information processing that occurs in the brain.

Whereas, metacognitive strategies is about how the learners control the techniques that they use starting from planning which tools they want to use, monitoring the process of doing the techniques, and evaluating whether the techniques is efficient or not (Cohen, 2014). According to Cohen statement, metacognitive strategies deals with how the students maintain their cognitive strategies to keep using the strategies they have chosen and observing it whether it is effective to achieve their goal or not.

Social means when the learners do the learning strategies they are still need their environment to support their strategies such as they may ask their lecturer to clarify the materials that they do not understand, they practice to use language

with their peers or even with the native speakers (Cohen, 2014). Affective related to how the learners deal with their motivation, emotions, and attitudes, some learners can absorb the new information easily when they are provided a chart, diagram, picture, the other one like to listen to the music before starting to learn. So, there are the classifications of learning strategies that the learners may use (Cohen, 2014). Moreover, it would be better if the learners combine all the aspect of the learning strategies. socio and affective strategies cannot be separated, because socio-affective is related to each other, when social deals with the environment surrounding the students, the affective has a role to control the emotion of the students. The social aspect may influence the students' emotion. For example, a student cannot understand well the material when the place is noisy, and he feels uncomfortable and disturbed by the sounds around him, so that they cannot absorb the information maximally. While, he can master the material in the quiet place in order to gain as much as information that he can bear it to store it in him long-term memory by several activities to remember it such as some activities categorized in cognitive strategies, it supports by his emotion. He control his emotion, he feels comfortable with the environment surround him. Unconsciously, he has regulated his learning strategies by doing these steps.

SELF-REGULATED LEARNING STRATEGY

Regulation occurs when learners conscious with the activities that they do in order to complete their assignment or achieve their goals and they combine with their thoughts, motivation, willingness become a nature regulation by themselves (Zimmerman, Barry J.; Schunk, 2011). (Zimmerman, Barry J.; Schunk, 2011) define that self-regulated learning refers to individual learners taking metacognitive control of cognitive—to maintain the emotions, feelings—behavioral, motivational, and emotional conditions, all is applied starting from several process that is planning, monitoring, evaluating. Another definition comes from (Baumeister & Vohs, 2004) self-regulation is about the human desire with conscious condition by regulating their thoughts, emotions, desire, and performance. The motivation, setting goals, determine the strategies, and monitoring performance are some factors that they can control and influence

their learning and it can called as self-regulated learning strategies (Seli & Dembo, 2012).

Self-regulated learning strategy means some strategies that the learners use and they control the use of the strategies and they have to evaluate the successful or not the use of the strategies. Later, they make judgment to re-plan the strategies. Making judgment can be done in the first or the last activities in self-regulated learning strategy, because it is cyclical process. The learners may judge their competence before set their targets. If they do not know their ability, they can use the result of their last performance as a benchmark to set their next target. On the other hand, the learners may judge themselves in the end of self-regulated learning strategy by evaluating the process. They may re-set their goals then re-plan their strategies.

Cognitive Strategies in Self-Regulated Learning Strategy

Cognitive strategies involve human long-term memory store because it occurs when the learners try encoding the language information that they get into the data which they can use by doing some activities they have selected (Zimmerman, Barry J.; Schunk, 2011). Zimmerman, Barry J.; Schunk, 2011 stated that high cognitive skills depend on the working memory that the learners can activate it to operate certain activities including comprehending the materials.

Based on (Seli & Dembo, 2012) cognitive means processing the information of knowledge then the learners use the information to complete their necessary by transforming the information using several activities. In 2020 Seli & Dembo stated that the learners may change their cognitive strategies based on the situation related with their needs.

According to (Oxford, 2017) cognitive strategies have role in processing language information such as, remembering, conceptualizing, analyzing, reasoning, synthesizing language information. It is similar the concept of cognitive strategies in learning strategies and in self-regulated learning strategy. The difference is self-regulated learning strategy not only stop in the cognitive strategies. The strategies should relate to the others strategies. If the learners only take part of cognitive strategies, it means that they do not use self-regulated learning strategy.

Metacognitive Strategies in Self-Regulated Learning Strategy

(B. J. Zimmerman et al., 1996) said that metacognitive occurs when they are aware what they need by judging their ability then planning what they need to do, later they have to monitor the strategies that they use whether it is effective or not, so that, they make evaluations in appropriate to revise it or not. Monitoring and evaluating the strategies are important to make judgment to the strategies that the learners have selected before (B. J. Zimmerman et al., 1996).

Metacognitive strategies are used to take a control of cognitive strategies the activities of metacognitive strategies including planning, monitoring, and evaluating (Oxford, 2017). Metacognitive strategies are beyond the cognitive strategies because it refers to understand more and analyze whether the cognitive strategies have used before are effective or not, it is part of metacognitive strategies to make evaluation after monitoring the progress of doing cognitive strategies.

The learners who implement metacognitive strategies are more aware, when they have obstacles doing some strategies that they choose in cognitive strategies they may change to other strategies to solve the problem (Seli & Dembo, 2020). Metacognitive strategies cannot be done without cognitive strategies, because as several researchers and experts mention, the point is the role of metacognitive strategies control and observe the cognitive strategies that the learners use. In self-regulated learning strategy it is not complete if the learners only take two parts of those strategies, it will combine with other strategies. Thus, the learners regulate their own strategies which effective with their needs.

Socio-behavioral Strategies in Self-Regulated Learning Strategy

Humans are social creatures. It means that the university students interact with other people to get information. For example, the learners have to go to the library for completing the task, make an appointment with the lecturer for project, spend time to do project with friends the participations of the university students in their environment is called social skills (Seli & Dembo, 2020). Later, they may ask some questions and gain information about the material and usually their lecturer is as a facilitator

An Overview Of Self-Regulated Learning Strategy In Critical Reading For University Students

and does not concern how the students' progress to achieve the material (Seli & Dembo, 2012).

Behavioral strategies take role to determine the effectiveness of the learning strategies. Due to manage time management, social environment, and physical management which are inseparable from the daily activities of students and students have to be able to deal with (Seli & Dembo, 2020). The successful learner will manage their time to study well. They know when it is the time to study and when it is time to stop doing unnecessary things. They are still allowed to enjoy their time but they still concern to allocate their time to study. The students decide the suitable strategies which proper with the time that they have. Due to several students take a part time job, who are have limit time to study, so they can maximize their time with the right strategies. The social environment influences them, some students need quit place—such as library to focus and the other can learn even in the crowded place—such as in the bus while waiting for stop station.

The concept of social-behavioral strategies is to regulate the students' behavior in order to increase effectiveness in implementing strategies.

Motivational strategies in Self-Regulated Learning Strategy

When the students set their goals, they endeavor to achieve their goals, so that the highly motivation is needed (B. Zimmerman, 2000). Motivational strategies include goal setting and self-emotion and effort (Seli & Dembo, 2020). Goal is the basic element in motivational strategies because without goal, students cannot have motivation to achieve it (Seli & Dembo, 2020). It is true, goal makes students describe what they want, so they can determine what they have to do to achieve it and it takes motivation. Positive emotion such as—enjoyable, happy, interesting, exciting, are make students more motivated to achieve their goal, however negative emotion such as—anxiety, afraid, stress, insecure are decrease the students' motivation (Seli & Dembo, 2020). Unconsciously, sometimes when students cannot control their emotion, their emotion will control them. For example, when the students feel stress to complete the challenging assignment, and they feel anxiety if they will fail, instead of doing the assignment well, they run away and they are not responsible for solving it. It means that the students are lack to regulate their emotion.

Students may do several activities to control their emotion, such as—talk to their friend, doing self-talk to ensure that they are capable to solve the problem, doing positive activities which can decrease stress such as—reading entertaining book, watching movie, then, they can go back to solve the problem, or even they may change their strategies if they feel uncomfortable and think that it is ineffective. They also may change their behavior to release their stress. The environment influence students' emotion. When the students cannot learn in proper condition it will make them feel stress. So that, motivational strategies and socio-behavioral strategies are relatable (Seli & Dembo, 2020).

The most effective of self-regulated learning strategy can be seen by the higher motivation that the students have, by having high motivation, the students will make big effort to achieve it (B. Zimmerman, 2000). The role of motivation is to maintain the regulation of the strategies used, because the strategies are handled by individual, so the individual needs big effort to keep in path by having high motivation (Baumeister & Vohs, 2004). Motivation may change students behavior, when they put in effort full than before (Schunk, 1990). Another opinion comes from Seli & Dembo(2020) the successful and the less successful learners can be distinguish from their motivation, the successful learners motivate themselves completing their assignments and controlling the progress to achieve their goals. Motivation cannot be separated from self-regulated learning strategy, because it takes important role to undergo the self-regulatory process in order to be successful learners.

THE IMPORTANCE OF READING

After knowing the concept of learning strategies and SRLS, now another important topic to be discussed is about reading. Understanding the concept of reading is important in order to ensure, why the students especially university students have to acquire it. According to (McNamara, 2012) Reading is one of the components of language that should be mastered and one of language skills that challenging to achieve it.

To be successful learners, fluent reading ability is one of reading skill to be acquired. Nonetheless, there are several considerations to define fluent reading such as, reading has several purposes that can be achieve by combining different

strategies, fluent reading has many criteria to be concerned—skills, prior knowledge, reading process, reading comprehension ability, the cognitive process and reading comprehension is important to have fluent reading ability, the proficiency of visualization and interpretation of L2, interpreting the social context of the text (Grabe & Stoller, 2013). Therefore, it is important to use the proper and efficient strategy to comprehend reading material.

Critical Reading

Before this section talks about critical reading, it cannot be separated with critical thinking. The university students are required to have critical thinking to comprehend the reading material. University students need to develop their thinking ability, including develop their critical thinking in reading. Based on (Barnet & Bedau, 2011) critical thinking is the way how students use their own ideas, assumptions, by giving the evidences, while learners can be called as critical readers if they are able to summarize, locate the argument, locate the assumptions, analyze and evaluate the strength of the evidence. Moreover, the term of critical is broader. On the other word, based on (Wallace, 2003) the term of critical reading is about criticize the linguistic aspect, focus on theory of language, investigate the ideological coding of texts, it means that critical reading need to high awareness focus on the text finding the hidden elements—such as grammar, or the other which need to notice.

The university students also called as advanced learners, advanced learners need to read critically to achieve their goal more than comprehend the reading passage and some researchers have developed that reading also needs to be interpreted (Wallace, 2003). To achieve their goals there are some strategies which can be used by the learners to read critically such as previewing, skimming, underlining, highlighting, annotating, assume the coherence, arrange chronological order then, the learners can start to summarizing and paraphrasing (Barnet & Bedau, 2014).

Critical reading often uses in educational project about linguistic, conceptual/critical, and cultural (Wallace, 2003). When the learners required critical reading, the learners not only verbalize what they have read, but also they have to use several specific strategies in order to criticize, conceptualize, and involve the affective influenced by their personal

and social background of the learners (Wallace, 2003). Thus, critical reading is one of the important skills that the university students need to be acquired, because the material in the university level is more challenging so, the students need to read critically.

Reading Strategies

Reading strategies discuss after the explanation of self-regulated learning strategy in order to represent what reading strategies are suitable to be implemented in self-regulated learning strategy in the proper phase. Reading strategies are some strategies or techniques that are applied in reading skills to achieve the students' goals. However, some students are unconscious when they are failed to apply reading strategies. For example, some learners use highlighting or underlining a reading passage as a mark to point out something important for them or to find the idea of the passage. Unfortunately, they often get misunderstanding because they are misconception the sentence or the phrase irrelevant with the information that required to complete the task and these techniques no last long as the long-term memory as long as there is no further actions processing the information to be stored as a long-term memory that can the learners use every time they need (Seli & Dembo, 2020).

Reading strategy is important, (McNamara, 2012) found that many readers do not realize that they are already comprehend the text, they feel satisfy with their simple analysis and they think it is enough to comprehend the text, and they do not know the technique that they use to comprehend the text well. Thus, the students can combine several reading strategies to promote their critical reading and implement it by using self-regulated learning strategies method to go deeper comprehending and criticize the reading passage to be successful learners who can achieve the goals that they have set before.

THE BENEFIT OF SELF-REGULATED LEARNING STRATEGIES USE IN READING

According to (Souvignier & Moklesgerami, 2006) reading strategies should be integrated both cognitive and metacognitive strategies, and learning environment. Cognitive process is important starting process to regulate the strategies, the students can start from remember the essence of the text, then, elaborate and integrate with the prior knowledge and experience (Souvignier & Moklesgerami, 2006). After the students get new information, the students

An Overview Of Self-Regulated Learning Strategy In Critical Reading For University Students

activate their prior knowledge by clarifying, summarizing, analyzing, self-questioning to get better understanding to the text (Souvignier & Moklesgerami, 2006).

The combination of cognitive strategies, metacognitive strategies, and learning environment can be called as a self-regulated learning strategy. It can be seen in the previous section above, in the topic of self-regulated learning strategies. Some experts stated that the strategies use in SRLS involves cognitive strategies—how the students store the information and use. Then, the students have to monitor the effectiveness of using the strategies, it is characteristic of metacognitive strategies. Emotion takes a role in the use of SRLS, and it is part of socio-affective strategies to take control. Thus, the SRLS is combination of cognitive, metacognitive, and socio-affective strategies.

Self-regulated learning strategy influences critical reading achievement (Schunk & Zimmerman, 2007). This statement supported by (Schunk & Rice, 1989) research, the research was conducted in the fourth graders who had low reading comprehension skills, they did pretest before the teacher demonstrated and explained the strategies—read the questions, what is frequently discussed in the passage, read the details, how to make a good title, reread the passage if do not understand with the question, and the students followed the strategies. During the learning process observational and emulative occurred it showed that the students used self-regulated learning strategies, though not explicitly indicated, but the students were able to use the strategies on their own, and they controlled it by themselves. The posttest showed they achieved higher reading comprehension.

Cognitive strategies are important to determine the level of the learners comprehension in a text, a successful reader applies proper, conscious strategies effectively (McNamara, 2012). Then the learners implement the skills of monitoring, reasoning, and learning independently during implement several strategies that they have chosen it is called metacognitive strategies (McNamara, 2012). Later, reading is categorized as a social and critical process, because there is an interaction between the readers and the authors, and also social strategies from one learner and others are different it depends on the situation that they have such as family

background, social group, previous school, so that occurs the term poor readers and good readers (Wallace, 2003;Grabe & Stoller, 2013). Affective strategies have role to maintain the emotion of the learners as long as they apply the strategies, including managing the time, controlling the mood with environment—friends, family, instructors (Cohen, 2014). In brief, the strategies that have explained use of self-regulated learning strategy in critical reading, because it combines the cognitive, metacognitive, and socio-affective strategies process.

The students need to choose appropriate reading strategies then, they should monitor and evaluate whether the strategies give the significant progress and they may revise the strategies if it is needed. In order to promote the planning, monitoring, and evaluating of the reading process, one possibility is to provide the students with a general reading-routine that gives an external structure to the process of cognitive self-regulation and divides cognitive activities into those used before, during, and after reading (Souvignier & Moklesgerami, 2006). Furthermore, the students can determine their reading goals, decide what reading strategies that suitable with their need, monitoring the progression the use of the strategies in line with the goals, evaluating the progression, if they not achieve their goals yet, they need to revise the suitable strategies.

Another study comes from Masonin 2013. Here, the implementation of goal setting, self-monitoring, self-instructions, and self-reinforcements that several strategies are development strategies in self-regulated strategy towards TWA (Think before-, While, After reading). First, the students have to set their goals. Then, they use several strategies in TWA have taught by the teacher combining with the strategies development in self-regulated learning strategy such as making check-sheet creating by their own in order to monitoring themselves to complete each strategy step. Next, the students list some statements by their own before, while, and after reading. Later, in the self-reinforcement strategy, the students marked the strategies that they have use after they read the whole passage. The result was effective in order to improve the reading comprehension for the less successful students who struggled to comprehend expository text.

The following statement arise from Seli & Dembo(2020) that the implementation of self-

regulated learning strategy is useful because after students use the strategies they can determine whether the strategies are effective, not time consuming or not. If it is not effective and time consuming, they may use another strategies, which are thousands strategies can be taught. They do not have to doubt to try new strategies until they see how the strategies help them.

Based on the researchers statements and experienced above, self-regulated learning strategy promote students critical thinking, because the students have to use their own strategies, although in the students followed the strategies that had demonstrated by their teacher it is understandable because they are young learner. Moreover, the university students who are in the higher level of the education use self-regulated learning strategy it will work very well for them to be successful learner in order to promote their critical reading, because the university students are required to use their critical thinking, so that they have to read critically during their study for fulfilling their learning needs.

THE IMPLEMENTATION OF SELF-REGULATED LEARNING STRATEGY IN CRITICAL READING

There are several strategies pre-, whilst-, and post reading that the learners can use to criticize the text. Some steps in pre-reading there are previewing the book (including book review, the author, title), finding certain information that are required before reading a whole passage, read the question that provided in beginning or end of each chapter because there is important information summarized in it (Seli & Dembo, 2020). Before starting to read the material, please keep your motivation in place. Applying pre-reading strategies make you understand what kind of book you have to read, you may start to read from the easiest material level after you sort it in the table of content. In pre-reading strategies you make such a simple overviewing of book by judging the title, sub title, summary of book, author acknowledgement. It is for your better preparation. It is same as the first step of SRL—making judgment.

First, the students make judgments for them by the prior performance, then they set their goals, next they apply the suitable strategies to achieve their goals, finally they get the result, if the result not satisfy they will turn back to set their goal and apply the other strategies they may make an adjustment

applying strategies because the behavior affect their strategies whether it is suitable with their social environment or not, the process divided into three phases there are forethought, performance or conscious control, self-reflection processes(B. Zimmerman, 2000). Your ability and your friend in the same course are different. For example, your friend reading ability is good. It is proven by she can answer the comprehension questions related to the reading materials that you read easily and correctly. She does not need to ask the explanation from your lecturer. While, your reading ability is less than your friend. You need several times to read the directions to get the meaning of the question when you try to answer the comprehension questions because you do not understand the question meaning. You often get lost to find the ideas of the reading materials. It is proven when the lecturer explains the ideas of the material and it is different with your understanding. After you know your ability, you may applied several strategies to get better understanding. For instance, you try to arrange the easiest material to be learnt.

When the learners use self-regulated learning strategies, they have to set their goals, select appropriate strategies, understand the purposes of the strategies, and elaborate the information (Oxford, 2017). According to (B. Zimmerman, 2000) self-regulated is cyclical process through thoughts, feelings, and action which generated to achieve goals. It called cyclical because the process is link back.

Forethought phase deals with goal setting. The learners decide goal setting based on their need whether just for completing task, acquire the new knowledge, or comprehending the materials (Oxford, 2017). For example, after student judges her own ability, she can adjust the goal depend on her needs. She wants to get A score in her GPA. She set the goal to get A score because she does not want her GPA score lower than her last GPA in reading score. Due to if the graphic of her GPA is going down it will influence her final GPA score, her motivation is she wants to give her best until the end. After she knows what she wants, she can use several materials to achieve her goal.

Some strategies are applied in whilst reading such as self-reflection when starting to read the text the learners need to understand what the author want to convey to the readers, make some questions into the heading of the textbook to comprehend the

An Overview Of Self-Regulated Learning Strategy In Critical Reading For University Students

meaning of it, highlight or underline and annotated important points or to find the requirement points, do self-monitoring in order to comprehend whether the learners are understand with the text or not (Seli & Dembo, 2020). You can start to underline some unfamiliar words for her. Later, you try to find the meaning in dictionary. If you do not understand the material yet, you can ask your friends or lecturer and write brief explanation in your note. You may list some questions to yourself to criticize the materials, such as what is the author's idea? Why the author stated that? The questions and the explanation that you write can promote your critical reading because you think the reading material deeper.

Performance phase deals with monitoring performance—such as completing assignments, answering the comprehending questions of the reading material, means that the learners may change the strategies if they find problem when they implement it and the learners have to maintain their emotion when doing self-monitoring (Oxford, 2017). The activities in the performance phase lining with post reading activities that is completing several comprehension questions, outlining or summarizing, or may be presenting.

Last, post reading the strategies are questioning the information that they get whether it is relevant or not, giving it to the instructor or friends to get feedback from them, summarizing the ideas or the information, making an outline of it, representing or mapping it to get deeper comprehension and read the text critically (Seli & Dembo, 2020) After you read the materials to find out whether you comprehend the materials or not have to make an output such as—answering comprehension questions, outlining, summarizing, or even presenting. You have to ask yourself whether it is matching with the material that you want to comprehend. If you are difficult to checking your comprehension, you may ask your friends or your lecturers to get feedback. If the result does not satisfy your goal you may revise your strategies until you get the best.

The students may adjust the environment to learn. Some students are able to learn in crowded place as long as they are not invited in to the talk. Some students can learn in quite place only.

CONCLUSION

This article is written in order to give an overview that self-regulated learning strategy is giving many benefits impact in order to promote students' critical thinking, including the importance of reading especially in higher education level, how to implement SRL in critical reading, how SRL promotes students' critical reading.

By doing the strategies in SRL helps hone students' ability to think critically into successful learner. And reading is one of important skill which has to be acquired to be successful students, because most of information in academic purposes is from the texts. Thus, self-regulated learning strategy can be the effective strategies for university students.

Hopefully, for the students who read this paper may apply this strategy in order to manage their own strategies to be successful learners, or for the instructors may gain more information about SRL, so that the information can be taught to the students, how to use the appropriate strategies.

For the further researchers are very welcome to complete this article. There are many aspects have not been discussed because of the limitations of the author and the focus of the purpose in this article.

REFERENCES

- Barnet, S., & Bedau, H. (2014). *Critical Thinking , Reading , and Writing A Brief Guide to Argument* (eighth edi). Boston: Bedford/St. Martin's.
- Barnet, S., & Bedau, H. A. (2011). *Critical thinking, reading, and writing : a brief guide to argument*. 561. Retrieved from <https://www.amazon.com/Critical-Thinking-Reading-Writing-Sylvan/dp/1457649977/>
- Barnwell, D., O'Malley, J. M., & Chamot, A. U. (1990). *Learning Strategies in Second Language Acquisition*. In *Language*. Melbourne: Cambridge University Press.
- Baumeister, R. F., & Vohs, K. D. (2004). *Handbook of Self-Regulation : Research, Theory, and Applications*. New York: Guildford Press.
- Cohen, A. D. (2014). *Strategies in Learning and Using a Second Language*. New York: Routledge.
- Grabe, W., & Stoller, F. L. (2013). *Teaching and researching reading*, second edition. In *Teaching and Researching Reading, Second Edition* (second edi). <https://doi.org/10.4324/9781315833743>

- Mason, L. H. (2013). Teaching Students Who Struggle With Learning to Think Before, While, and After Reading: Effects of Self-Regulated Strategy Development Instruction. *Reading and Writing Quarterly*, 29(2), 124–144.
<https://doi.org/10.1080/10573569.2013.758561>
- McNamara, D. S. (2012). Reading Comprehension Strategies. Theories, Interventions, and Technologies. In *Reading Comprehension Strategies*. New Jersey: Lawrence Erlbaum Associates.
- Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension. A handbook*. New York: Routledge.
- Oxford, R. L. (2017). *Teaching and Researching Language Learning* (second edi). New York: Routledge.
- Schunk, D. H. (1990). *Goal Setting and Self-Efficacy During Self-Regulated Learning*. 1520, 37–41.
<https://doi.org/10.1207/s15326985sep2501>
- Schunk, D. H., & Rice, J. M. (1989). Learning goals and children's reading comprehension. *Journal of Literacy Research*, 21(3), 279–293.
<https://doi.org/10.1080/10862968909547677>
- Schunk, D. H., & Zimmerman, B. J. (2007). Influencing children's self-Efficacy and self-regulation of reading and writing through modeling. *Reading and Writing Quarterly*, 23(1), 7–25.
<https://doi.org/10.1080/10573560600837578>
- Seli, H., & Dembo, H. M. (2020). *Motivation and Learning Strategies for College Success* (sixth edit). New York: Routledge.
- Seli, H., & Dembo, M. H. (2012). *Motivation and learning strategies for college success: A focus on self-regulated learning* (5th Editio). New York: Routledge.
- Souvignier, E., & Moklesgerami, J. (2006). Using self-regulation as a framework for implementing strategy instruction to foster reading comprehension. *Learning and Instruction*, 16(1), 57–71.
<https://doi.org/10.1016/j.learninstruc.2005.12.006>
- Stefanou, C., & Salisbury Glennon, J. (2002). Developing Motivation and Cognitive Learning Strategies Through an Undergraduate Learning Community. *Learning Environments Research*, 5(1), 77–97.
<https://doi.org/10.1023/A:1015610606945>
- Wallace, C. (2003). *Critical Reading in Language Education*. New York: PALGRAVE MACMILLAN.
- Zimmerman, Barry J.; Schunk, D. (2011). *Handbook of self-regulation of learning and performance* (2nd Editio; D. H. Schunk & J. A. Greene, eds.). New York: Routledge.
- Zimmerman, B. (2000). Handbook of SelfRegulation. *Academic Press*, (Chapter 2-Attaining self-regulation: A Social Cognitive Prespective), 13–39. <https://doi.org/doi.org/10.1016/B978-012109890-2/50031-7>
- Zimmerman, B. J., Bonner, S., & Kovach, R. (1996). Developing Self-Regulated Learners. In *Focus on Exceptional Children*. Retrieved from <http://eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ444407>