LLTC 2014
PROCEEDINGS

Language and Language Teaching Conference

June 20, 2014

English Language Education Study Program
Sanata Dharma University
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LLTC 2014 Proceedings

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Preface

The Organizing Committee are delighted to present the proceedings of the Language and Language Teaching Conference (LLTC) 2014, which is to be organized by the English Language Education Study Program of Sanata Dharma University or Prodi Studi Pendidikan Bahasa Inggris (Prodi PBI) Universitas Sanata Dharma (USD) on 20 June 2014. There are around 40 full papers in the proceedings, covering various topics in language learning-teaching, linguistics and literature.

Editors

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Improving the Students' Comprehension of Genre through Self-regulated Learning

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Abstract

The students who have much time outside of the classroom should comprehend any kinds of genre. Unfortunately, some of the lecturers do not give a chance to the students to learn it. Answering some questions and analyzing some texts become daily activities from the lecturers for comprehending the genre. If the lecturers let the students learn and comprehend the genre by using their own way, the learning process will be interesting. It also stimulates them to create their creativity in conveying their comprehension of it to others. This study aims to investigate how to apply self-regulated learning through reading class conducted in the second semester students of Unimus. Further, an in-depth research is conducted to find out the students' creativity as self-regulated learners to cope any kinds of problems related to genre.

Key words: self-regulated learning, genre, reading

Introduction

Genre-based Reading is one of compulsory subjects taught in the second semester students of English Department. This subject discusses many kinds of genre including social function, generic structures, and language features. In the beginning of the meeting, the lecturer had given the students a learning contract and shown the syllabus used for one semester. It is used to make the students know what kind of materials that they would prepare and learn. It means that they must read them before taught.

Based on the pre-observation done before, it showed that the genre teaching was only given through lecturing in the classroom, analyzing the simple texts, and answering some questions given. Consequently, many students were not motivated to learn and they could not comprehend it well. They even did not know what type of the text asked by their lecturer. It was a terrible condition in which they were lazy to read while they had to master all of genre taught.

The phenomenon above stimulates the question why the students' comprehension of genre is not based on the objective of learning. By referring to the teaching-learning process in the classroom, there are some things that must be noticed. First, during the meeting, the students did not have the problems regarding to the materials. When the lecturer gave a chance for them to ask, nobody asked. Otherwise, when the lecturer gave some questions, the students could not answer them well. Second, when the students were given the assignment to do at home, they did it together with their friends. Worst, some of them completed it at the time right before the class. Third, the students' activities in learning were limited on the teaching-learning process in the classroom. Many of them were not motivated to learn with

their own way outside the classroom. They did not prepare themselves in joining the class well. In other words, the students were not ready to be self-regulated learners.

Self-regulated learning is a learning model giving a chance to the students to manage their own way effectively so that the learning objectives could be optimal. It means that the lecturer lets their students find the best strategy to learn and comprehend the materials. It also points out at the importance of the students in managing their time to study. In other hand, the students must be initiative to decide what they want to study.

Bell and Akroyd (2006) mention that self-regulated learning is based on the three aspects. They are attitude, motivation, and environment. Those three aspects play an important role for being good self-regulated learners. To be a self-regulated learner, s/he should begin her/his study to get some knowledge, skill, and learning achievement and should not rely on her/his lecturer in the classroom.

In genre-based reading, in which there are some students who are not optimal in achieving the objective learning, the lecturer should also let the students to decide their own way to learn. If they have initiative to study, it means that they could show their ability in thinking and choosing the best strategy to study, and showing their attitude to achieve the certain goals of reading activity.

Readingfor somestudents is not a simple activity to do. They need to have right time to do such activity. Pang (2003: 6) states that reading is a process of comprehension which involves perception, idea, and mind to relate the introduction and comprehension. What is meant by introduction word is how someone can communicate written symbol into spoken medium. Meanwhile, comprehension is a process of relating words into meaningful sentences.

In reading, thinking is a must. Someone cannot understand and comprehend the text if he does not activate his thinking skill, for example; deducing, analyzing, guessing, and even making conclusion. However, people read for many purposes, and those purposes might be looking for information, looking for pleasure, finding some references, and many others. These different purposes of course will determine different strategy for the readers in reading activities.

Based on the phenomenon above, the lecturer should encourage the students to do reading activities. The activity of reading should be done not only in the classroom but also outside of the classroom. The students, in this case, are demanded to be self-regulated learner in learning the materials regarding to the genre. Learning genre needs the students' own creativity to comprehend. It also needs different ways of thinking. The concept of thinking will be usually based on someone needs, and it will not be the same between the people, because people in over the world have different purpose and concept about their life.

Based on Grabe and Stoller (2002:13), reading is subdivided into seven criteria; looking for simple information, reading fast, studying various texts, collecting for some information, writing, criticizing various texts, and getting broaden knowledge. However, the time which is given in the classroom may not always be effective since there are many factors in achieving learning aims. Though, the lecturer can trigger the students' motivation outside of the classroom in particular way based on the students' interest and comfort in understanding or comprehending genre. Genre needs to be understood for students because genre is one of various kind of literary work as part of learning English as a target language.

Unfortunately, the teaching of genre was not attractive for the students. They are usually only served by the lecturing and analyzing the text based on the generic structures of

it. Those make the students easy to be bored in learning genre. Consequently, only some of them who could comprehend it well. While the others do not know, comprehend, and or answer the lecturer's questions regarding to the topic meant.

Research Methods

This research was focused on the students' daily activity of learning to improve their comprehension in genre through self-regulated learning. The subject of the research was the second semester students of English Department of UNIMUS in the academic year of 2013/2014 taking the subject of Intermediate Reading Comprehension. This research was conducted by using a classroom action research (CAR). There were two cycles consisted of four stages of planning, action, observation, and reflection. The instruments used to collect the data were interview, observation, and test of reading.

This research was conducted in two cycles. Each cycle was done in two meetings (2 x 100 minutes). In the first cycle, the students were given a simple text including the questions. The students were also explained about self-regulated learning and the activities that must be done by them. Those activities were: choosing a goal, making a plan, following the plan and continuously assessing their progress, producing the final result, showing proficiency through authentic assessment. While in the second cycle, the stages of the research were the same as the first cycle; planning, action, observation, and reflection. There were also two meetings conducted in the second cycle consisted of 2 credits.

Findings and Discussion

To cope with the problems of learning genre and stimulate the students in learning actively and independently, the students were explained the definition of various genres taught in the academic year of 2013/2014. Having taught about the genres, the students then were asked to find the other examples and analyze the texts based on the generic structures of them. Firstly, the students seemed enthusiastic and easy in learning the genres. But then they felt bored doing the same as before. The other obstacles were the students burdened with so many assignments given by their lecturer to do.

The point of this problem was the condition in which the students could not optimize their quality of learning independently. The target of finishing the assignment became a burden for the students who had slow learning process and otherwise it would make the students bored for those who had fast learning process.

Self-regulated learning (SRL) became the best solution of those problems. The English students had been given a chance to create their own way in deciding the best learning to do. They could optimize their ability to communicate with the others in groups, for example, to find the comfort and the appropriate strategy in facing their problems. They could choose the goal, and make a plan of learning together with their friends. Having discussed the activities that would be done, they could make an agreement to do in order to achieve the objective of learning that they had made.

Based on the result of pre test in the cycle I, it showed that the students' average of test was 66.5 %. The highest score of this test was only 73 and the lowest score was 60. The score described us that the skill of reading was still low before given a treatment.

While the result of post test showed that there was an improvement of the students' average of test was 73.2%. From 12 students who got the treatment in the classroom action research, the highest score was 83, and the lowest score was 65.

The result of the test above proved that the use of self-regulated learning helped the students in learning and comprehending the materials well. The students did not feel burden with the assignment given as they could find the best strategy of learning. They felt more comfort to discuss and share the knowledge with their friends rather than with their lecturer. They mostly felt unwell if they had to discuss with their lecturer. That's why they prefer keep to ask some questions in the class.

Based on the result of the observation in the class, the students' attitude during the class showed an improvement. They tended to be active to make a class discussion and share their knowledge to the others in groups. The responsibility in learning and completing the assignments for each member of group was good. They did not want to keep the questions on their mind, but ask the others about what they wanted to know.

Meanwhile, in the cycle II the students' average of pre test was 76.6 % and the average of the students' post test was 81.25 %. There was 4.65 % the difference of the students' test average from the cycle I to cycle II. The students who were self-regulated learners enthusiasticallydirected their friends to discuss the topic and also asked to the lecturer which one they did not know.

Based on the result of interview done with some students showed that self-regulated learning helped them in comprehending the materials got from their lecturer. It happened because not all of them could receive and understand what the lecturer conveyed; consequently, they should find the other ways to cope the problem. From the answer of questionnaire about the main distracter in the process of learning is they do not focus, and it caused by many factors, not only determined by the classroom situation. When the lecturer let them to find the best strategy for themselves, they preferred to work in groups discussing some materials and assignments given. Through working in groups, they felt more comfort to share and ask something that they did not know to their friends rather than to their lecturer. Moreover, some students revealed that by asking in front of the class may give impression as the slow learner, and they avoid being so. Besides that, for some students, working in groups stimulated them to be confident and independent for being self-regulated learners among their own friends who share the same idea and perception about achieving the learning outcomes. The main situation which can support the learning environment is whenever the students willing to cooperate between them to comprehend a topic or subject, not a competitive situation and discharge judgment to their friends, so the feeling of inferior can be minimized to optimize the learning environment.

Conclusion and Suggestion

The three components of self regulated learning which are self-motivation, self-efficacy, and self-evaluation are gained in the different stimulant. Self-motivation is much influenced by their environment, especially from the family. In the classroom, motivation is triggered by the lecturer and friends, but the biggest drive is from their family. How their parents and the up-bringing model will also determine someone's point of view when they have problem and this is brought when they are not in their home environment, such as in the classroom setting. Self-efficacy much depends on someone's ability in adjusting his weaknesses or his strengths. Self-efficacy is related to someone interest, and it will give different achievement for each people. Those who do not have interest in a subject will often do not show high achievement in the subject. Self-evaluation can be driven from the lecturer and also from friends. Those people can advice and give justification on someone's

improvement regarding to their behavior. Those who much complaining usually show less positive attitude and tend to find excuses for their weakness. The facility in the classroom or from the campus gives different perspective for the students. Those who show good attitude do not really mention on facilities or others' attitude, meanwhile those who are less enthusiastic very much concern on facilities, such the air conditioner, the internet, and even canteen.

From this simple description, it is obvious that those who are self-regulated learners much concern on themselves, such as how they will make decision about their problems and how they will set target for their study, but not their surroundings. On the other hand,those who show less positive attitude concern much on their surrounding and tend to find others weaknesses. However, enhance students' motivation and comprehension become one of lecturer's responsibilities. In the process of teaching and learning, there might be external factors that distract the students and also the lecturer's comprehension which sometimes become the main obstacle in achieving the learning purposes. Though, it will be a benefit for the lecturer if he/she can access these factors as a challenge to find the appropriate models in teaching their students.

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