

UNIVERSITI TEKNOLOGI MARA

**THE USE OF
SELF-REGULATED LEARNING STRATEGIES
FOR TEXT COMPREHENSION AMONG
ESL UNIVERSITY STUDENTS**

ISMAILIA BIN ISHAK

**Dissertation submitted in partial fulfilment of the requirements
for the degree of Master of Education
in Teaching of English as a Second Language (TESL)**

Faculty of Education

June 2007

Abstract

This study was aimed at ascertaining the degree to which ESL students use Self-regulated learning (SRL) strategies which include planning, monitoring, problem solving and evaluating. It was also aimed at assessing the degree of awareness on the part of the students based on their self-efficacy beliefs in using self-regulated strategies. The study was conducted on a group of ESL students at UiTM Sarawak for a period of a month. The investigation was carried out within 10 hours of reading class whereby the students were exposed to the four self-regulated strategies. Direct Explanation Method was used to teach students on how to use SRL strategies. The research employed a mixed method incorporating both quantitative and qualitative paradigms. The data were collected using likert-type inventories and immediate written recall protocols generated through semi-structured interviews. The findings of the study reveal that the students were using the strategies frequently throughout their reading process with the exception of Evaluating strategy. The finding also shows that the students were confident of their ability in using the strategies as they reported high score on the self-rating self-efficacy scale. This study has to a certain extent provided some interesting evidence on the nature of learning the students were involved in especially as regards the use of SRL strategies. The pedagogical implication is that students should be equipped with SRL strategies through explicit instruction to help facilitate their reading comprehension process.

Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree to be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

Name of Candidate : Ismailia bin Ishak
Candidate's ID No : 2005669448
Programme : ED 720 Master in Education (TESL)
Faculty : Education
Thesis Title : The use of self-regulated learning strategies for text comprehension among ESL university students

Signature of Candidate

Date


: JUNE 2007

Acknowledgements

I would like to thank all my lecturers for their contributions in one way or another. Most of all, I would like to express my gratitude to my supervisor, Dr. Bromeley Philip for providing invaluable advice and support in ensuring that this thesis to be in its present form.

CHAPTER 1

INTRODUCTION

1.1 Introduction

Most Malaysian ESL undergraduates are still grappling with the idea of how best to master the English language. According to Philip (2005), what seems particularly lacking among young Malaysian adult ESL students is the control over their own learning. It means that they lack the knowledge of learning strategies and techniques, which would enable them to take greater responsibility of their own learning, and hence better control of their learning process. Such inadequacy poses a significant problem for the undergraduates, as they need to use reference books largely written in the English language. It is important therefore that students be equipped with conscious knowledge of self-regulatory processes in their attempts to learn particularly in the contexts of comprehending academic texts. It is indeed critical for Malaysian ESL undergraduates to have not only a working knowledge of English but also knowledge of a strategic learning approach to enable them to read and comprehend academic texts in order to fulfil various academic tasks effectively. While these students may have little problem in understanding academic texts in Malay, they are most likely in need of conscious instruction in what Wenden (1998) calls the “know-how” of approaching academic texts in English. In other words, these students need to be trained in effective use of learning strategies to take control of their learning process before they can eventually take complete responsibility of their learning or become autonomous in their overall learning approach.