

CHAPTER II

LITERATURE REVIEW

This chapter presents about the definition and explanation of variables, in order to know correlation among Student's Learning Styles, Self-Regulation and Reading Achievement of junior high school students. This chapter consists of the Concept of learning styles, the definition of Self-regulation and its indicators, definition of Reading Achievement, Previous related studies, and Correlational study.

2.1 Concept of Learning Styles

2.1.1 Definition of Student's Learning Styles

Learning style is student's preference or students' way in learning. It is based on their interest and they can understand the subject by doing it. In addition, learning is defined as "the process through which knowledge is formed by transforming experience" in this experiential approach. (Kolb & Kolb, n.d.). Furthermore, in this experiential method, learning is described as the process of knowledge formation through converting experience. Individual preferences are divided into five categories: Active Reflective, Sensing-Intuitive, Verbal-Visual, Sequential-Global, and Intuitive-Deductive (Felder & Spurlin, 2019; Kolb & Kolb, n.d.). Besides from learning styles, students have a variety of approaches to completing assignments, particularly when it comes to gathering, evaluating, organising, and

considering data. Some students like to receive knowledge in a visual form, while others prefer to obtain information in a verbal form, and still another prefers to interpret a fact. Everyone receives information and processes it in their own unique way. Some students are able to achieve this by their ability to observe and hear, reflect and act, reason logically and instinctively, analyze, and visualize. Tutoring styles also differ, with some lecturing, others showing, or guiding pupils toward self-discovery. Some tutors concentrate on concepts, while others emphasize applications. Some tutors prioritize memorization, while others prioritize understanding.

Many experts define the meaning of learning style. According to Murat Gokalp (Gokalp, 2013), learning styles are concerned with "how" students like to learn rather than "what" they learn, and they are an essential element in students' academic progress and attitudes. Students have varied strengths and preferences when it comes to how they take in and process information, — in other words, they have distinct learning styles. According to Sewall (1986), It refers to the reality that each individual has their unique learning process or set of methods. There are various hypotheses concerning learning styles. Moreover, the concept of learning styles relates to the idea that different people learn in various ways. The notion of learning styles has slowly gained traction in recent decades (Pashler et al., 2008).

Based on the opinions of the experts listed above, it can be concluded that learning style refers to a student's preferred method of learning. It is centered on their interests, and they will be able to comprehend the subject by performing it.

2.1.2 Learning Style Model

2.1.2.1 Visual Learners

This learning model describes a student who prefers to study through the use of visual form such as pictures, diagrams, maps, and displays. They utilize this approach because it is enjoyable for them and it aids in their understanding of the subject. Furthermore, visual communication differs from verbal communication because it is nonverbal. It might be an image or another type of representation that attracts to the sight. Pictures, symbols, signs, maps, charts, graphs, diagrams, photos, and models are examples of visuals in general (Aisami, 2015). In short, visual learners remember best when they see visual items when learning.

2.1.2.2 Auditory Learners

Auditory learners prefers to study through audio form, such as recording, speech, and all verbal forms. In addition, verbal lectures, talking things over, and listening to what others have to say are the most effective ways for auditory learners to learn. Furthermore, Coffield, Mosdey, Hall and Ecclestone

(2004) state that Individuals who learn through listening to recordings, radios, and lectures are said to have an auditory learning style. Auditory learners, they said, rely on hearing and speaking as their primary means of learning.

2.1.2.3 Kinesthetic Learners

This model describes students who prefer physical activities, enjoy learning how to do them, and find this model or style to be helpful in understanding the topic. When kinesthetic students experiment and participate physically in classroom activities, they will learn more effectively. When students actively participate in events, field excursions, and role play, they recall a lot of information (Tyas & Safitri, 2017).

2.1.2.4 Group and Individual Learning

Some students like to study in a group setting and find it quite enjoyable. This approach encourages them to work together in order to better comprehend the subject. Additionally, Group majors are students that like to work in a group setting. When this type of learner is placed in a group with at least one other student, they will study more effectively. They like group interaction and classwork with other students and actively participate in it (Tyas & Safitri, 2017). In contrast, students with an individual learning style prefer to study alone. When they study by themselves, they will get progress of learning.

Moreover, students who work alone prefer to use self-reflection, their own thoughts and ideas, acquire new information separately, and make progress when they work alone (Tyas & Safitri, 2017).

2.1.2.5 Felder and Silverman's Learning Style

Felder and Silverman defines learning style as the unique strengths and preferences in the ways individuals take in and process information (Felder & Spurlin, 2019; Kolb & Kolb, n.d.). Additionally, Individuals possess preferences along five bipolar dimensions, according to theory: Active-Reflective, Sensing-Intuitive, Verbal-Visual, Sequential-Global, and Intuitive-Deductive. This is how the detailed explanations will be described:

- Active-Reflective Styles

By actively engaging with the material, active learners are more likely to remember and comprehend it. for instance, putting it into practice, explaining it to others, or discussing it. Reflective learners like to consider issues in private first. While reflective learners prefer working alone, active learners typically prefer working in groups. Furthermore, it is challenging for both active and passive learners to sit through lectures with little to do physically other than take notes.

In addition, all students occasionally engage in active reflection. They may have strong, moderate, or mild preferences for one category over another. A two-to-one ratio is ideal.

- Sensing-Intuitive Styles

Sensing and intuition are connected to one's tendencies in how they view the environment. Direct observing, seeing, or hearing are all examples of sensing. Creativity, imagination, and intuition are all examples of indirect perceptions of the mind. While intuitive learners frequently prefer exploring possibilities and relationships, sensing learners typically prefer acquiring facts. Sensors frequently prefer using established methods to solve problems and dislike complexity and surprises, whereas intuitors prefer innovation and dislike repetition. Being tested on material that hasn't been expressly taught in class can frustrate sensors more than intuitors. Although intuitive learners are frequently more comfortable than sensing learners with abstractions and mathematical formulations, intuitive learners may be better at understanding new concepts and tend to be more patient with details and good at retaining information and hands-on work. Directly in opposition, sensing learners have a tendency to be more realistic and careful than intuitive learners, as well as to work more quickly and creatively. Furthermore, Intuitive learners dislike "plug-and-chug" courses that require a

lot of memorization and regular calculations, whereas sensing learners dislike courses that don't seem to relate to the real world.

- Verbal-Visual Styles

When they see, visual learners retain information better. Illustrations, flowcharts, timelines, movies, and explanations with examples are a few examples. Information that is presented both verbally and visually helps people learn more. Students in some classes are primarily given to lectures and written content on chalkboards, in textbooks, and on handouts. In these classes, very little visual information is presented. Due to the fact that the majority of people learn best visually, most students do not learn nearly as much as they could if there were more visual presentations in the classroom. The ability to process information presented visually or verbally indicates that a student is a competent learner.

- Sequential-Global Styles

The majority of formal education uses progressive order for providing contents, or chapter by chapter in order. After going over the entire subject, students are evaluated on their understanding before moving on to the next level. Some students are at comfortable with this sequential learning method and learn the content largely in keeping with what is being

taught. Not all students, however, are able to study in this way. They might not comprehend as well as others do. This will make it difficult for them to complete the task until they eventually understand the lesson's significance. They are the so-called global learners.

Sequential learners typically learn in linear phases, with each step naturally following the previous one. Global learners typically learn in big jumps, taking in information almost randomly without making connections, and then "getting it" all at once. Global learners, on the other hand, may be able to solve complex problems quickly or put things together in novel ways once they have grasped the overview, but they may find it challenging to explain how they did it. Sequential learners, on the other hand, tend to follow logical step-by-step paths in finding solutions.

However, because the information they have ingested is logically connected, sequential learners can still use it even if they don't fully understand the subject. They enjoy finishing their schoolwork and doing well on tests. Strongly global learners, on the other hand, may struggle greatly until they have the large overview if they lack good sequential thinking skills. Even after they have it, they might not fully understand the subject's details, whereas sequential learners might be very

knowledgeable about some aspects of a subject but struggle to relate those facts to other areas of the same subject or to other subjects.

2.1.2.6 Kolb's Learning Style Theory

Kolb defines learning as "the process through which knowledge is formed by transforming experience" in this experiential approach (Kolb & Kolb, n.d.). The model proposes a four-mode or four-process learning cycle that begins with Concrete Experience (CE), progresses to Reflective Observation (RO), then to Abstract Conceptualization (AC), and finally to Active Experimentation (AE), with the most effective and comprehensive learning occurring when learning activities encompass all four modes. Learning can begin in any of the other modes in the cycle, depending on the preferences of the individual. Based on this style's theory, students will have effective learning if they conduct the four-modes in order.

2.2 Self-regulation

2.2.1 Definition of Self-regulation

Self-regulation of cognition and behavior is a crucial component of student learning and academic achievement in the classroom (Pintrich & Groot, n.d.). In the other reference, it is explained that Self-regulated learning is defined in a variety of ways, but three elements appear to be

particularly crucial for classroom success. To begin, self-regulated learning includes students' metacognitive skills for planning, monitoring, and adjusting their cognition (Pintrich & Groot, n.d.). Besides, self-regulated learning has some important components. According to Corno & Rohrkemper (1985; 33), Other major components have been postulated, such as students' management and control of their effort on classroom academic tasks. For instance, talented students who persevere through difficult tasks or filter out distractions (such as loud classmates) keep their cognitive engagement in the activity, it allows them to perform better. Furthermore, the researchers believe real cognitive methods to be a third key part of self-regulated learning that they have incorporated in their conception. Students utilize to learn, retain, and grasp the subject, it is explained (Pintrich & Groot, n.d.). According to Pons & Zimmerman in a research, the stated that they conclude the finding of self-regulation was the best significant predictor in increasing academic performance on all the outcome of learning measures, they suggest that the use of self-regulated strategies, for example goal setting, comprehension monitoring, effort management, and consistency are important things of academic performance on different kinds of actual classroom assignment(Pintrich & Groot, n.d.). Furthermore, Paris and Byrnes (2001) stated that self-regulated learning requires pupils to pick their appropriate objectives as the target of their struggle. Self-regulation,

according to Zimmerman (2000), is the capacity to develop thoughts, feelings, and behaviors that lead to achieving one's goals using knowledge that one has gained through previous performances.

Self-regulated learners consider academic learning to be a proactive activity that requires both metacognitive and self-starting motivational and behavioral processes (Zimmerman, 1986). Furthermore, by initiating these processes themselves, students are given the opportunity to take charge of their learning rather than just being a passive receiver of it. For example, self-regulated learners have greater experience with behavioral self-control and are more creative in their strategic thinking (Schunck & Zimmerman, 1994). When comparing good self-regulators to poor ones, Zimmerman and Schunk (2008) note that the good self-regulators "set better learning goals, implement more effective learning strategies, monitor and assess their goal progress better, establish a more productive environment for learning, seek assistance more frequently when necessary, expend effort and persist better, adjust strategies better, and set more effective new goals when the former are completed."

2.2.2 Models of Self-Regulation in Learning

Many self-regulation learning models have been developed. Most of them believe that self-regulation of an individual's learning activities occurs in three or four periods. Winne and Hadwin (1998) proposed a four-phase model of self-regulated learning: (1) task description, (2)

goal setting or planning, (3) executing study techniques and strategies, and (4) metacognitively adapting studying for the future. Self-regulation is created in three cyclical stages, according to this model: (1) foresight, (2) performance or volitional control, and (3) self-reflection.

In studies on academic self-regulation learning, the forethought phase contains five aspects. The first component is goal-setting, which is dependent on making decisions in specific learning goals (Locke & Latham, 1990). The second aspect of foresight is strategic planning, which is concerned with the selection of learning strategies or approaches for achieving certain goals (Zimmerman & Martines-Pons, 1992). Individual attitudes such as students' self-efficacy, goal orientations, and intrinsic interest in task value influence these two processes. Self-efficacy is the third aspect of the forethought phase. Self-efficacy is described as a person's belief in one's own ability to learn or perform at specified levels (Bandura, 1986). Self-efficacious students, on the other hand, have a learning goal orientation, with a purpose to focus on the learning process rather than competing results, and they learn more impressively than learners with implementation goals (Ames, 1992). The fourth factor is goal orientation. According to Mirhassani, Akbari, and Deghan (2007), achievement goal orientation is a construct that addresses the question of why students are pursuing an achievement task. Furthermore, learners who have an intrinsic

interest in accomplishing a task will persist in their learning efforts even in the lack of actual rewards (Deci,1975).

The performance or intentional control phase of self-regulation includes three steps. various processes assist students focus on the job and enhance their performance. Attention is the first type of individual control. According to Harnishferger (1995), attention is a cognitive process that requires self-monitoring. This procedure typically include emptying the mind of interruptions as well as looking for an ideal learning environment, such as a peaceful place to study (Winne, 1995). The second type is self-instructions or imagery (Schunk, 1982), which defines how a person prepares for a learning task such as problem solving. Self-monitoring is the third sort of performance control. It is the technique of observing and analyzing the behavior of students in connection to their goals. Students who are self-regulated self-monitor their progress and set their own learning goals and strategies. Furthermore, they are motivated to achieve their objectives and use learning techniques to make knowledge easier to absorb (Zimmerman, 2004).

The third phase is self-reflection, which includes processes that occur after a learning attempt and have an effect on learners' reactions to tasks, as well as learners' attempts to measure the outcome of their efforts. The first category is self-evaluation, which is the first step in self-reflection. It includes comparing self-monitored knowledge with

some goals, such as evaluating comments on students' evaluations of their performance. The second classification is attribution. In this step, students manage their feelings regarding the task's conclusion. Self-evaluation also leads to attributions regarding the significance of outcomes, such as whether poor performance is related to one's ability or an insufficient effort (Weiner, 1970). The third category is self-reactions, in which students engage in measuring responses to judgements of their function such as good/bad - acceptable/inacceptable; it also assists students in classifying the source of learning errors and adjusting personal performance (Zimmerman & Martinez-Pons, 1992). The final stage in the self-reflection phase is adaptive decision. The students are willing to repeat the activities, but are they more likely to employ prior or new tactics to achieve higher results. Because they are so adaptable, self-regulated learners analyze their actions appropriately.

In conclusion, students prepare for learning tasks in the foresight element of self regulation. It has an effect on performance since students must focus their attention on the tasks in order to improve their performance. In addition, self regulation takes important role to increase the students' academic performance.

Table 2.1

Cyclical Phases and Sub-Processes of Self-Regulation

Cyclical self-regulatory phases		
Forethought	Performance/Volitional control	Self-reflection
Goal setting	Attention	Self-evaluation
Strategic planning	Self-instruction	Attribution
Self-efficacy beliefs	Self-monitoring	Self-reactions
Goal orientation		Adaptivity
Intrinsic interest		

According to self-determination theory, autonomous motivation is a successful self-regulation strategy because it is launched and guided by choices that align with one's needs, values, and self-selected objectives. SDT (Self-determined theory) distinguishes distinct types of behavioral regulation based on how much autonomous or self-determined functioning they represent. Autonomous activity is modeled after intrinsic motivation. Extrinsic motivation is when someone is motivated by something other than their intrinsic enjoyment of the action, such as receiving rewards or avoiding punishment. We frequently engage in activities not out of a sense of enjoyment but

rather out of need or the desire to acquire something else. When this occurs, we are motivated to act in this way externally.

People who are intrinsically motivated are self-determined by definition. However, SDT distinguishes different sorts of extrinsic motivation based on the degree to which they have been internalized, implying that the more thoroughly they are internalized and integrated with one's self, the more they will become the basis for autonomous conduct. Furthermore, Based on how much an extrinsically motivated activity's regulation has been internalized and integrated, there are four basic types of behavioral regulation. In sequence from the least to the most totally internalized, they are external regulation, introjected regulation, identifiable regulation, and integrated regulation. (Ryan & Deci, 2000). Here is a description of the detailed explanation:

- Introjected regulation

Introjection is the term for absorbing a rule but not adopting it as one's own. Additionally, it is a little more internalized and based on actions taken to lessen anxiety, shame, guilt, or to boost one's ego, sense of worth, or pride. For example, a student might spend a lot of time practising the piano before a recital because she worries that if she does not play properly, others will judge her. Because introjected behavior is conducted under internal pressure to lessen guilt or worry, to maintain self-esteem or sense self-worth, this style of regulation is however viewed as regulated. Even though the

individual has accepted the activity's aim as required and its internal (psychological) intention, it is still not perceived as a "free choice." Introjected motivation is nonetheless undesirable because the activity is not self-directed but rather is regulated by internal factors.

- Identified regulation

Identification means recognizing the importance of the action for oneself. Moreover, it essentially gives a behavior a conscious value so that it is accepted when it is essential to the individual (Ryan and Deci, 2000). Integration takes place after regulations have been found, assessed, and absorbed. For example, a student might understand that learning grammar for English class is a crucial step toward becoming a competent writer. As contrast to external regulation, this conduct is more self-determined and personal-driven.

- Integrated regulation

Integration is the process of merging that identification with other parts of one's identity. Additionally, it is the most autonomous type of extrinsic motivation (Ryan and Deci, 2000). For example, a student who puts a lot of effort into studying for the test since getting into college is important to him. Here, enrolling in college is a self-selected objective. The conduct is nonetheless mostly independent despite being intrinsically motivated. When one has thoroughly absorbed the motivation behind the action, integration takes place. For example, a person may have investigated the issue and

discovered that it fits with their own needs and values. then the action starts on its own. It is independent and not influenced by outside forces.

- External regulation

It is the final form of extrinsic motivation that is autonomous and it encompasses the traditional example of avoidance of punishment or rewards for motivation. It indicates that we take action in order to fulfill external demands or enjoy external benefits. A student who works hard in class to achieve good grades so that his parents will give him material benefits is an illustration of this type. Although being intentional, the conduct is under external control. Then this behavior is controlled from outside. On the other hand, a person perceives an externally regulated behavior as being under external pressure rather than being autonomous. It is customary to compare intrinsic motivation to external regulation because it is the least desirable type of motivation.

2.2.3 The Characteristics of Self-regulation

According to Pintrich (2000), there are several characteristics of Self-regulation. Those are written as follows:

2.2.2.1 Self-regulation promotes students to be productive in their learning, therefore they tend to be active during the learning process.

2.2.2.2 Self-regulation has a potency to control students, therefore students are able to guide themselves to monitor their learning process.

2.2.2.3 There are three important points in self –regulation, those are criteria, goal, and standards that guide students to modify the process of learning based on their needs

2.2.2.4 Teacher becomes a mediator in self-regulation that helps students to overcome their problems during learning process

2.2.4 The Indicators of Self-regulation

There are many different definitions of self-regulated learning, but there are three key components for classroom success. To begin, they must develop metacognitive strategies for planning, monitoring, and modifying their cognition(Pintrich & Groot, n.d.).

2.2.3.1 Cognitive strategy

It's a technique for guiding and assisting a learner in accomplishing a certain objective. For example, understanding a topic in an English class. As a result, a method used to learn or understand a topic is referred to as a cognitive strategy since it assists an individual in achieving their learning objectives.

2.2.3.2 Metacognitive strategy

Metacognition is a relatively recent phrase in educational psychology. This term refers to a higher-order thinking activity that requires intentional control over the cognitive processes

involved in learning. In addition, A metaconitive strategy is one that is used to verify or make sure that a target has been achieved, so this strategy comes after cognitive strategy. The example of metacognitive strategy is answering some quizzes to evaluate someone's understanding about a topic or lesson. This type of method allows students to be effective learners since they must assess their effort in the learning process to determine whether or not they have understood the material.

2.2.3.3 Cognition

Cognition is a method of thinking, a method of gaining knowledge, or a method of regaining a memory. This activity can provide a viewpoint or judgment about something as a result of its outcome. Perceiving, conceiving, recognizing, and reasoning are some of the cognitive processes.

2.3 Reading Achievement

2.3.1. Definition about Reading Achievement

Reading proficiency is one of the keys to EFL learners' success in the classroom, in their social circles, and in their academic careers. It is also regarded as the most important skill (Sajadi & Oghabi, 2011). Reading is a process that involves the activation of creating a powerful and related language abilities to complete an information transfer from one person to another. According to Chastain (1988), Reading

comprehension is characterized by actions of thinking and implying in the pre-reading, reading, and post-reading stages, according to Aydin Bulut (2017). Besides, Ned D. Marksheffel (1966) describes reading as a highly complicated, deliberate thought process that the entire organism engages in for the purposes of learning, developing ideas, resolving issues, or relaxing and recovering through the interpretation of printed symbols. In order for students to understand the meaning of the text, this skill is consequently regarded as being essential.

Reading is not an easy activity; in order to understand what the author is trying to convey to the reader, some steps must be taken. In this instance, the author attempts to communicate information through their writing, and the reader strives to accept and comprehend the meaning and information that the author has provided. Reading Achievement is a measurement or the assessment of a student's ability in reading skill in English areas. This Reading Achievement is measured by standardized test scores are commonly used by teachers and education administrators to assess student accomplishment.

An achievement is something that is done, especially through considerable work, bravery, or extraordinary abilities. Reading Achievement is a dedication for those who have previously put up their best effort toward their learning objective, and it provides satisfaction to those who have accomplished it. Furthermore, academic achievement is

critical for adults and teenagers since it allows young people in society to achieve effective growth.

Furthermore, teachers utilize the students' Reading Achievement as an evaluation for the following instruction, and it truly represents how well the students understand the previous lesson especially in reading ability. Finally, Reading Achievement is the product of research that identifies how well or poorly we learn.

2.3.2. Reading Strategies

The general phrase "reading techniques" refers to the deliberate and explicit efforts that assist readers in connecting information to meaning. Every student benefits from techniques that increase decoding and reading comprehension, but beginning readers, struggling readers, and English language learners require them the most. These are a few crucial reading techniques that students need to comprehend:

- Purposeful reading

In order to use this strategy, we must precisely define our reading goal. a reading assessment exercise, lecture slides, or textbook questions are a few examples. Be very specific about what we are trying to find. We shouldn't only read for fun. Perhaps we'll look for clarification on certain points, a broad comprehension of a subject or problem, in-depth information, and so on. We might try to keep the reason we are reading close by to help us stay focused. Furthermore,

reading with a goal can make us read more quickly and selectively. Additionally, it might enhance our memory and focus.

- Analytical reading

A high level of cognitive ability is analytical reading. it's a significant manner that calls for intellectual processing. Analytical Reading is a way of reading that aims to examine a book critically, prioritizing the author's potential goals in communicating the material in that work and how it relates to the surroundings. When we desire to be confident that we thoroughly understand and appreciate what we are reading, analytical reading is required. When employing this strategy, we might need to read statements more than once, pause to consider them, or make notes important terms. as a result, we can easily read less than 100 words each minute. Analytical reading, for example, in customer service refers to an agent's capacity to analyze a client's email and determine what the consumer is requesting, rather than just what the customer is writing.

- Note-taking

Taking notes can assist in deeper comprehension, reflection, improved memory, and the development of useful exam study resources. Moreover, we should remember these seven guidelines when taking notes: keep records of publication information, read the book completely before taking notes, keep all of our notes in one

place, paraphrase and summarize ideas, write down our opinions, be creative, and evaluate our notes.

- Reading with others

Get a study group together; it will help us to successfully understand the content. We should be careful to stay on task, and we may do that by exchanging notes, outlining, inquiring, and quizzing one another. We can improve our capacity to comprehend, consider, and retain important details from texts.

2.3.3. Types of Reading

Francoise Grallet (2010) identified four categories of reading.

- Skimming

Skimming is a deliberate, selective reading technique where you concentrate on a text's core topics. Skip material that provides facts, anecdotes, data, or other elaboration on purpose when you are skimming. Focus on the introduction, chapter summaries, first and last sentences of paragraphs, bold words, and text elements rather than reading every word in detail. Skimming means focusing on the key ideas rather than the details of the author's arguments.

- Scanning

Reading text quickly in order to uncover specific information is known as scanning. For instance, numbers or names. This method can be compared to skimming, which involves reading quickly to grasp the core of a text. In order to determine if a sequence of claims

concerning population statistics are accurate or untrue, for instance, a student taking a reading test must quickly scan a text on population rates.

- Extensive reading

Learners who read extensively are doing just to enjoy themselves and improve their reading abilities. Similar to intensive reading, which is reading in-depth with certain learning objectives and tasks, it can be compared. As an illustration, a teacher might read a brief story to the class without assigning any other work besides reading and listening. Extensive reading, however, is sometimes ignored, particularly as a classroom exercise. Teachers believe the extended period of silence is either uncomfortable for them or a poor use of the class period. learners can be encouraged to read extensively by establishing a class library, promoting the writing of book reviews, including reading requirements in the curriculum, and allocating some class time for silent reading.

- Intensive reading

Students that engage in extensive reading do this with clear learning objectives and assignments. It is comparable to extensive reading, which entails students reading materials for pleasure and to improve general reading skills. For example, the students might read a brief piece and put events from it into chronological order.

Other intensive reading exercises include scanning a text to match headings to paragraphs, skimming a text for specific information to answer true or false questions or fill in the blanks in a summary, and scanning jumbled paragraphs and then reading them carefully to arrange them in the right order. Furthermore, the advantages of intensive reading include improving reading comprehension, assisting students in comprehending sentence structure and promoting critical thinking since students must answer all questions after reading.

2.4 The Correlation among Learning Styles, Self-regulation and Reading Achievement

Self-regulation and learning styles are crucial in academic settings. these two important elements can improve students' academic performance. especially in reading achievement. A number of studies (Brown, 2007 and Kolb, 1984) place a strong emphasis on the interpretation of various learning styles, which may be seen of as a useful tool for educators to better understand the learning of their own students. A procedure that strengthens the learner's role in the learning process is introduced when the concept of self regulation is stressed, thus it has subsequently gained importance in psychology and teaching.

Additionally, a number of recent studies have found that motivational elements are linked to student academic achievement, particularly in terms of

reading comprehension. This relates to a different effective strategy for raising reading achievement and comprehension (Khajavi & Abbasian, 2013). Learning styles have been identified as predictors of academic achievement and design principles for curriculum, according to a previous study (Lçin et al., 2018). The statement argues that a student's learning style has a significant impact on academic progress. Every child has a different way of learning. It's because everyone has various interests, viewpoints, and learning preferences. Additionally, while each learning style has unique characteristics and activities, they all serve the same objective. In order to increase student understanding.

In addition, students' self-regulation is a strong predictor of academic performance, not just instructional technique. Students must have appropriate and effective learning styles in order to improve their learning outcomes, and they must also be able to manage their own time in order to remain focused and involved in their studies. In a prior study, it is explained that Self-regulation is defined in a variety of ways, but three elements appear to be particularly crucial for classroom success. To begin, students' metacognitive skills for planning, monitoring, and altering their cognition are included in self-regulated learning (Pintrich & Groot, n.d.).

Thus, students who have both substantial predictors above will be able to achieve a very good academic outcome especially in reading achievement because doing both predictors is not an easy task for students because they must contend with several distractions when studying. As a result, academic

performance especially in reading achievement will be determined by how hard they worked to achieve their learning goal or object.

2.5 Previous Related Study

Ehsan Safari and Mahshid Hejazi (Safari & Hejazi, 2017) did a study on high school students to see if there was a link between four learning styles (converging, diverging, assimilating, and accommodating) and self-regulation. The data for this study was collected using two distinct questionnaires. Kolb's learning style questionnaire (LSI) and the self-regulation inventory which was developed by Printich and De Groot . A total of 155 high school students took part in this investigation. According to the findings, there is a positive relationship between each learning style and self-regulation among Iranian high school students. Despite the fact that other study hypotheses were rejected, they discovered a positive relationship between diverging learning styles and students' self-control. It has a correlation coefficient that is significant at the 1% level. Despite this, the study found a link between divergent learning styles and self-regulation. it is because Diverging learners are problem solvers who are constantly making decisions as a result of their personality traits. In conclusion, this study requires more strong and balanced data because it focuses just on a female sample of the population, whereas we need to evaluate the data at random in order to obtain reliable results. This study's recommendation for future research is to include such data, since it will strengthen the study's findings.

In addition, this paper is relevant to be a literature review because it has the some variables with the main research that i have written in the cover. The result of this study shows that there is a positive relationship between one of the leaning style and self-regulation. It really supports the main research because of using the same variables and the main research hopefully will complete and accomplish the previous research with the better result. and also will bring a big contribution for education.

In contrast to earlier research that has focused on the learning styles of pupils. However, the goal of this study is to investigate at the relationship between self-regulated learning habits and academic success. Robert Cobb was the one who carried out the study (2003). It's a correlational research that looks at the relationship between self-control and academic success. The participants in this study are 106 students from a community college in southwest Virginia. As a tool, the researcher employed a questionnaire with 28 items. That is the Motivated Learning Strategy Questionnaire (MSLQ). The findings of this study demonstrated that the important discovery was driven by self-regulation and the use of meta cognitive control. The study discovered that intrinsic goal orientation, which is self-regulation, has a significant influence on a student's academic success. In conclusion, this paper is relevant to be a literature review because the result shows that intrinsic goal and self-regulation has a significant influence of academic performance. This paper has only one independent variable, that is self-

regulated. Therefore, it needs other variable to measure, in order the researcher can get the efficient result.

This study was conducted by Nursen and colleagues (2018) to study the relationship between academic achievement and learning style. The goal of this research is to see if students' learning styles have an impact on their academic performance. The participants in this study were 184 students, and it was a correlational study. They employ the Grasha-Riechman Learning Style Scale to assess the data, and they use the cumulative Grade Point Average to assess academic performance. They focused on six learning styles: independent, dependent, competitive, collaborative, avoidant, and participative in this study. The most frequent learning method adopted (34.8 percent) was collaborative, and academic success was inversely connected with avoidant score ($p < 0.001$, $r = -0.371$). and ($p < 0.001$, $r = 0.400$) was strongly connected to participant score. Participants' academic performance was greater than that of other groups ($p < 0.003$). In conclusion, this study found that the majority of participants adopted a collaborative learning method, but that there were some exceptions. This study found that the majority of participants used a collaborative learning style, but that the learning style of the participants has a significant influence on the students' academic success. This study suggests that using a teaching technique can assist students motivate themselves to learn, which will improve the participants' academic performance. Therefore, this research needs another

independent variable in order can give an influence to the dependent variable that is academic performance.

Nemesis D (2017) investigated the relationship and influence between students' learning styles and their academic achievement. This research included 122 fifth-semester English education students and 103 third-semester English education students. The researcher employed the Felder and Silverman Learning Style Model questionnaire to assess the learning style model. They, on the other hand, calculate Grade Point Average based on academic records. To identify connection and influence between variables, the researcher employed pearson product moment and regression analysis. The study's findings demonstrate a significant correlation between students' verbal style and academic achievement ($r = 145$), but no correlation between active, reflecting, sensing, intuitive, visual, sequential, global, and academic accomplishment. Furthermore, at 2.1 percent, verbal learning style has a considerable impact on academic success.

Based some literature reviews above, it can be concluded that the main research under the title Correlation Among student's learning style, Self-Regulated Learning and Academic Performance of junior high school students is important to conduct. It is because there are some research above that needs to complete and less independent variable. Hopefully, the next research will have a big contribution for education.

2.6 Correlational study

According to Fraenkel and Wallen (Fraenkel & Wallen, 2009), similar to causal-comparative research, correlational research is a type of associational research. It investigates the link between two or more variables without attempting to manipulate them in any way. It also looks at the prospect of forming a connection. In contrast to experimental research, correlational research does not include the manipulation of variables. In addition, a correlational research employs a correlation coefficient to determine the degree to which two or more quantitative variables are connected. When two variables are determined to have a correlation, it signifies that scores within a specific range on one variable are linked to scores within a certain range on the other. There two possibilities, those are positive correlation and negative correlation. Positive correlation means when one variable has a high score, it will be associated with high score on the other variable and low score in one variable will be associated with low score on the other variable. In contrast, negative correlation means high score in one variable will be associated with low score on the other variable and low score in one variable will be associated with low score on the other variable. Furthermore, the purpose of correlational study is to uncover correlations between variables in order to clarify our comprehension of crucial phenomena (Fraenkel & Wallen, 2009).

In correlational study, there is correlation coefficient. It's a numerical index that reveals the direction and intensity of a relationship between two

variables. It has range from -1 to 1. When it is zero, it means there is no correlation. If the number is more than zero, it means there is positif correlation. In contrast, if the number less than zero it means negative correlation. In addition, if it is equal to zero it means there is no correlation between variables. Moreover, it will be called perfect if the number shows that it is equal to +1.00 and equal to -1.00.