CHAPTER II

LITERATURE REVIEW

This chapter is aimed at discussing of the theories underlying the study. This chapter covers theoretical description and theoretical framework.

A. Reading Comprehension

1. Definition of Reading Comprehension

We can know reading is the ability that a person acquires in reading texts. According to Eskey (2002) reading comprehension is a process of finding information from written and written texts relate it to one's background knowledge of reading. A person reading comprehension can be known when the person is tested. their understanding. that the use of students' reading strategies and their level of reading comprehension have a significant relationship with each other. This also proves that a higher level of autonomy will result in a higher level of reading understanding. Reading also involves creating meaning by combining historical knowledge and inherited skills. When a reader reads a text they engages in a dialogue with the author, and throughout this interaction, the reader must ask questions to help anticipate meaning, seek information, respond intellectually and emotionally, and deduce and explain ideas from the text. content of text

Readers must deduce meaning from what they read in order to get ideas and impressions from written texts (Koosha et al., 2016)**.**

Day and Bamford (1998:12) define reading as the process of creating meaning from printed or written materials. Readers construct meaning by making connections between information in written material and prior knowledge to arrive at an understanding of meaning. It is very important for readers to understand reading material when doing reading activities because one of the purposes of reading is to gain knowledge or information.

Reading is a process employed by an individual in order to understand what an author says (Brown, 1994, p.271). Reading is an important skill to help people learn from human knowledge and experience. Through reading, knowledge has greatly contributed to the growth of mankind. Reading is a process of how the information is processed from the text into meanings, starting with the information from the text and the ending with what the reader gains. So, it can be inferred that reading is a process between the reader and the text which associated with meaning and the reader use strategy to determine what that meaning it. Meaning is expressed not only by single of word but by units of phrase and sentence. So, reading is very important to daily activity (Marliasari, 2017)

Reading is a lifelong skill for academic learning and success in school. According to Anderson [1], reading is a basic life skill. Thai university students have to spend a great time on reading materials. However, the students face the problem of not understanding the passages of what they had read. This is reflected in their poor reading scores. In reading, students need to use various strategies to help them in the acquisition, storage, and retrieval of information [2]. Therefore, reading strategies are assumed to be important for students reading comprehension and the reading strategies equip the students with the skills of how to handle their reading effectively. Research reveals that good readers are actively involved with the text and they are aware of processes they use to understand while they read. Teachers can help students improve their reading comprehension through reading strategies. Reading strategies are purposeful means of comprehending the author's message [3].They are believed to influence readers in adjusting their reading behaviour to work on text difficulty, task demands and other contextual variables (Banditvilai, 2020)

Kintsch (1998) and van Dijk and Kintsch (1983) defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers'

previous knowledge. This is called a mental model (Johnson-Laird, 1983) or a situation model (Kintsch, 1998). This model defines what has been learned (RAND Reading and Study Group, 2002). Keenan, Betjemann, and Olson (2008) expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower-and higher-level processes and skills. Accordingly, there are many sources for possible comprehension break and these sources are different based on the skill levels and age of readers (Pourhosein Gilakjani & Sabouri, 2016)

Kintsch (1998) continued that when the words and phrases and not the meaning of the words and phrases, are encoded in the mental representation, this is defined as the surface component of mental representation. The text-base indicates the meaning of the text and is composed of those parts and connections that are arose from the text itself without increasing anything that is not clearly identified in the text. A text-base can be made without any memory of the accurate words or phrases from the text. In a pure text-base, the reader applies previous knowledge to create a more perfect and consistent mental representation.

According to Kintsch (1998), the situation model is a structure that combines the text-base and the related features of the reader's knowledge. In order to create a text-base, some previous knowledge is required but this

knowledge is a more general one that is necessary for decoding texts in general, while the previous knowledge in the formation of a situation model is more specific regarding the content of the text

The Reading is an inappropriate process for identification from letters words, and finally sentences but reading leads to an understanding that is built from letters to words and then the meanings or phrases of sentences. The reader uses existing background knowledge to make predictions about the content of the reading and what will happen next in the text and about how some new, unfamiliar information relates to being digested. Reading comprehension is used by the reader in interaction with a more complex meaning generation process, the reader is involved in reading to get information.

Reading has two purposes: providing lesson information and connecting language learners with their learning activities. Completing comprehension exercises, writing summaries, or giving oral reports are just a few examples of how comprehension is demonstrated in a classroom setting. Reading skills are mental abilities that can be applied when dealing with written texts. Some skills in taxonomy appear to be more comprehensive than others. Finding the meaning of words, drawing conclusions, recognizing the author's approach, recognizing the tone of the passage, and answering

questions are examples of reading skills. Understanding the information conveyed explicitly and implicitly, conceptual meaning, communicative value of phrases, relationships between sentences, and the use of unknown lexical elements are examples of reading skills.(Bojovic, 2010).

One of the most fundamental communication skills is reading, but it is a very complex process that calls for more than just speaking a foreign language while writing. In other words, in order to get meaning from a text, it is necessary to comprehend both the text itself and the sources of knowledge that support it.

2. Type of Reading Comprehension

According to Banditvilai, (2020), there are several types of reading, namely:

A. Skimming

Skimming is a reading strategy for accelerating reading speed. Skimming a passage from a book is done to acquire a general impression of how the text is structured and what its major topic is. When a reader skims a piece, they read it rapidly and omit the intricacies. Each paragraph's opening sentence was read. The main point of each paragraph is usually stated in the topic sentence. Within

a paragraph, a topic sentence may appear in a variety of ways. The first sentence of the first paragraph is where subject sentences are most frequently seen. The opening phrase of the final paragraph is the second most likely location for a topic sentence.

B. Scanning

Scanning is a reading ability called scanning that allows readers to find specific information quickly. When you scan, you already know what kind of information you are looking for. Scanners are used to extract specific information. A key component of improving reading. Many children read very slowly because they want to read every word. Students can learn to read and understand faster with the help of scanning.

C. Making Predictions

Prediction is the process of forecasting future what will probably happen in a unique circumstance by employing prior knowledge of a pattern or system. Numerous studies have demonstrated that proficient readers create predictions and form thoughts as they read by drawing on their prior knowledge and experiences. Moreover, this approach enables student interaction, which spurs interest and enhances comprehension of the content.

Developing guesses is a technique wherein readers infer information about the content from the cover and title. A text's title can trigger readers' recollections of other texts, enabling them to infer a new text's substance from those memories. Successful readers can guess what will happen next or what viewpoints the author will endorse while they are reading.

D. Questioning

This means that students can assess their understanding and maintain their reading interest by asking questions. These questions can be used by the reader before, during, and after reading. By asking themselves, readers can construct meaning, increase knowledge, find solutions to problems, find information, and learn new material through the process of asking questions. With this approach, students return to the text as they read to find solutions to their questions. Students can better understand and clarify what they read by asking questions.

3. The Techniques of Reading Comprehension

There are several techniques of reading comprehension according to (Marliasari, 2017):

A. Previewing

Previewing is when a reader previews, they quickly read a chapter of a book, a report, a newspaper article, or other sources before deciding whether or not to continue reading the complete selection. The title, headings and subheadings, summaries or introductions, illustrations and graphics, as well as the first and last phrases of each paragraph, are all previewable to the reader. While previewing, the reader should jot down some queries so they can later read the answers.

B. Skimming

Actually, skimming is a more thorough form of previewing in which the reader reads not only the important points at the beginning and end of the text but also different supplementary elements. Signal words like first, second, because, furthermore to, also, but, and others can be used to draw attention to supporting details. By skimming, students can select the material they wish to read and eliminate that which is irrelevant to their objectives.

C. Scanning

Scanning is the reading method used to find specific

information is known as scanning. The scanning process involves these three steps: 1) Having a clear understanding of the goal 2) Quickly scanning the page, list, or column with anticipation that the fact will stand out from the other information 3) Carefully reading the solution once it has been found to confirm it.

4. **Models of Reading Process**

Psychologists have generally distinguished three kinds of processing: bottom-up model, top-down model and interactive model (Kucer, 2021) :

a) The bottom-up model

Reading process model holds that reading, which follows traditional views on reading, is a process of turning symbols into words, words into sentences, and phrases into total meaning. In this model, readers start at the level where the symbols are identified. Following the analysis of symbol strings into morphological clusters from which words can be identified, word strings are analyzed into phrases and sentences. As the code is broken based on the reader's prior knowledge of linguistic units such as vocabulary, grammar, and syntax, the meaning of the text is expected to come naturally. As a result, from the perspective of the precision in interpreting language units is crucial in the bottom-up model, as arelower-level reading

processing abilities. The bottom-up diminishes the importance poor comprehension of reading because the emphasis for linguistic knowledgeunderstanding, but the schema, associated cultural background, receives little consideration., the entire text, and so on.

b) The top-down model

The top-down approach places emphasis on readers' utilization of their memorization of real-world information. Kenneth S. Goodman (1967) in cited (Kucer, 2021) proposed the most influential and comprehensive top-down model, stating, "The goal of reading is constructing meaning in response to text; it requires interactive use of grapho-phonic, syntactic, and semantic cues to construct meaning." Readers do not read every word, but instead scan the text to deduce the meaning of words or phrases. Readers take in larger units of meaning from the text at a time during this model reading process and match what they already know with the meaning they derive from the text. Top-down processing happens when the system makes broad predictions based on higher-level and more general schemata.

c) Model Interactive

We can infer from the explanation above that top-down and bottom-up models both have their limitations. Understanding this

leads to a more thorough reading process, namely an interactive model that combines bottom-up and top-down models and asserts that prior knowledge and prediction aid in the processing of inputted text. Interaction takes place on three levels, according to this viewpoint: connection between bottom-up and top-down processing, interaction between lower-level and higher-level skills, and interaction between the reader's background and the background information implied in the text.

5. The Kinds of Reading Comprehension

Generally, there are two categories of reading: intensive and extensive. Each type has a unique definition and feature. Praveen and Patel (2008). Each category is described in the manner that follows:

A. Intensive Reading

Intensive reading is an activity in which students usually in a class group, led by teacher carefully read and examine an essay, short story, or other reading material assigned by the teacher. This is more of a reading for accuracy and accuracy exercise. Students read extensively in order to glean information from the brief text to which they are required to respond. In other words, rigorous reading is utilized to ensure that readers fully comprehend a material. Reading

accuracy in terms of text, vocabulary, and structure must be paid attention to in order to achieve understanding. in order to make it easier for others to understand the text.

B. Extensive Reading

According to Jerry G. Gebhard, the goal of extensive reading is to improve reading abilities by processing a large volume of enjoyable and easily understandable content. Reading widely is crucial for honing reading abilities and improving all facets of language proficiency.

6. The Reading Instructional Methods

In the teaching-learning process, the teacher split the process into three activities, as follows (Ahsan, 2015):

a) Pre-reading activity are those that instruct, direct, guide, and prepare pupils or readers to be better prepared prior to carrying out reading activities. Before beginning to read, take a brief look to obtain an overview of the material. Before the students read the given text, the teacher should provide activities that support students' understanding of the text they are going to read, like matching the words contained in the

text. In this situation, the teacher can give the reading text to the students first, for example, the teacher gives the text about a natural disaster.

b) While-Reading Activity, while reading is a practice related to the text mentioned in the pre-reading activity. Students read the text in the previous activity and completed the teacher's tasks. The teacher may assign practice questions in the form of essays, multiple-choice tests, or fill-in-the-blank exercises.

c) Post-Reading Activity, in order to gauge the reading proficiency of the kids, the teacher is asking practice questions in this activity. The teacher assigns homework based on the readings given earlier when the students have finished them. Students may do practice questions alone or in groups, depending on the teacher's instructions. For instance, the instructor provides practice questions in the form of group projects. This is done so that the students can debate the material with their friends and feel lighter as a consequence. Each team sends a representative to view the outcomes of their work after completing the practice questions so they may discuss it with their peers and feel lighter. After finishing the practice questions, everyone.

7. Criteria For Measuring Reading Comprehension

The process of building meaning through reading comprehension involves juggling a number of intricate tasks, such as word reading, word and background knowledge, and fluency. This implies that kids take hope in their ability to comprehend the material and grasp the main idea of what they read. The many comprehension skill groups build upon one another. There are a number of standards frequently employed to gauge students' reading comprehension abilities in accordance with Brown's language assessment theory, particularly in reading Muharlisiani et al., (2018) :

a) The main idea (topic) The main idea is the criterion that covers the overall message of the text that the author wants to convey to the reader. This is an important thought of a text that allows the reader to understand the meaning of the text in question.

b) Phrases/idioms/phrases in the context of idioms are phrases or sentences whose meaning is not clear from the meaning of the individual words themselves and which must be studied as a whole.

c) Inference (implied details), An inference is a conclusion or opinion that is formed due to known facts or evidence..

d) Grammatical characteristics, Grammatical characteristics are

important for second language. This procedure important for understanding language. Grammatical features include elements, such as words, punctuation, tenses, determiners, and connectors.

e) Detail (scanning for a specifically stated detail), The text's specifics are used to gauge students' reading comprehension. The details help the pupils understand the material.

f) Putting aside unwritten facts (unstated detail), Getting rid of unwritten facts can develop students' imaginations. Students guess the meaning and make their own arguments from it.
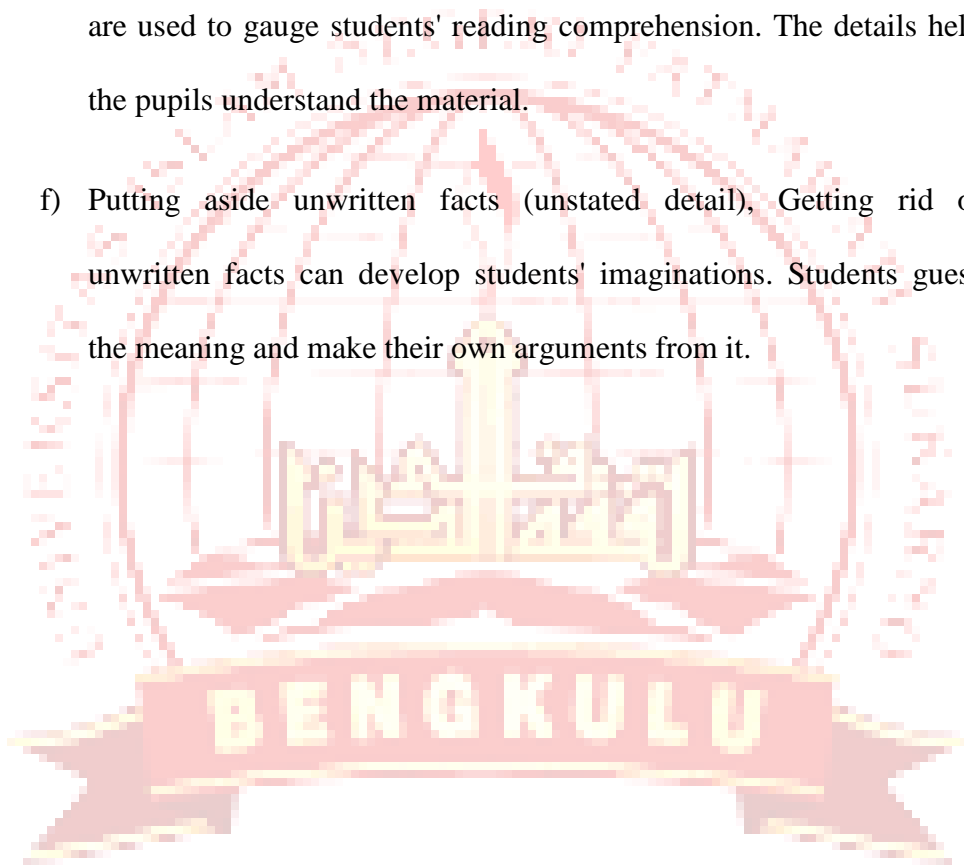
B. Self-Directed Learning

1. Definition of Self-Directed Learning

Self-Directed Learning Self (SDL) is one of the factors that have relevance to learning independence. As part of independent learning of course the characteristics of Self-Directed Learning are not regardless of the student's role in planning student learning needs and targets independent. Self-Directed Learning is a model learning that considers students' learning styles and gives autonomy to students in preparing lesson plans determining learning activities, monitoring, and evaluating their learning outcomes independently. Looking at the definition above it can be concluded that Self-Directed is an affective ability needed by students to support students in carrying out learning activities. It was the ability to make planning learning determining learning models, controlling, and evaluating learning outcomes independently in an orderly process (Akib & Uluelang, 2019).

Self-directed learning or what is defined as independent learning comes from the word independent study. Independent means a condition that can stand alone and does not depend on people others, while learning is the presence of additional knowledge, understanding or skills that owned by someone. So it can be concluded that learning independence is a the process of changing behavior in a person, both regarding cognitive changes, affective changes and psychomotor changes caused by the existence of exercises and or experience without depending on others (*C.Gerung*, 1981).

According to Owen & Ed, (2002)learning independence is a skills of active learning activities that are driven by a motive to master a competency, and built with the knowledge or competencies that they already have(Gibbons, n.d.) in (Setyawati, 2011).

Self-directed learning (SDL), which includes awareness, learning techniques, learning activities, evaluation, and interpersonal skills, is the capacity of students to take the initiative and be accountable for their lessons with or without the assistance of others. SDL formation can occur in four stages. (Wasyilah et al., 2021). First, students think independently, second, students learn to manage themselves, third, students learn self planning, and Fourth, while different academics have varying interpretations of what SDL means, they all tend to emphasize autonomy as a crucial component of learning. (Curry et al., 2017).

Self-directed learning can be used for Reading Comprehension learning. It is caused by the fact that procedures in learning process management give them the authority to design their learning projects and setting learning goals, and students at the junior secondary education level are mature enough to do so. With this way, enabling them to take responsibility for their own learning and get better Reading results. They are given the opportunity to have more their learning decisions, students learn that they can direct themselves to achieve goals. This is the way to make them feel more confident in learning Reading and have confidence in what they do. They are not just ready to learn independent but also ready to develop their Reading skills, these findings can draw the conclusion that Self-study skills can be learned and taught with certain techniques. In this study, the use of learning projects and contracts can help students construct knowledge through active involvement in assessing their own knowledge learning achievement; therefore, students are empowered by gaining ownership of their learning. Increasing the ability of self-directed learning shows that students experience improvement ability and willingness to assume responsibility for learning (Littlewood, 1996). They develop knowledge and the skills to exercise whatever choices they deem appropriate for their learning (Wichadee, 2011)

2. The Benefits and Drawbacks of Self-Directed Learning

Most students stated that the teacher could communicate openly with students during learning, and the rest stated that the teacher did not apply open communication during learning. Teaching materials used by language teachers should introduce English as a fun lesson. Everything that is determined from the curriculum framework is still far from expectations to be able to advance language learning achievement. How to choose a strategy in learning English so that children feel the need to learn it and not become a compulsion ,another weakness is that the textbooks used by teachers do not stimulate students' creativity Risnawati,(2017) Then in the learning process students get motivation or support from the teacher who teaches, some students say they get motivation from the teacher in the form of motivational words, there are also teachers who provide motivation through stories or life experiences. Encouraging students to study independently is also the impact of interpersonal communication. It was found that interpersonal communication encourages students to learn independently, and independently. Finally, interpersonal communication also affects student learning outcomes, most students state that interpersonal communication helps them achieve learning targets and makes learning more usefull (Amin et al., 2022)

The self-directed learning has several benefit and drawbacks(Waseso & Fuadi, 2020)

A. The benefit of the self-directed learning

    a) Students are allowed to study in accordance with their individual learning styles, learning rates, and interests and skills in order to make use of their varied intelligences.

    b) Place a greater emphasis on learning materials, including those provided by the instructor and other sources that adhere to the principles of education.

    c) Students can improve their general talents, knowledge, and skills.

    d) Independent learning offers students exceptional chances that can be used to heighten their awareness of their surroundings and empower them to make wise decisions about how they will handle everyday issues.

    e) Students are able to select the course materials they desire based on their requirements and interests. Additionally, how to learn additionally.

B. The drawbacks of self-directed learning

    a) Because there is little interaction between students, dumb ones will getdumber and smart ones will get smarter.

b) Lazy students don't take the initiative to advance their knowledge or abilities.

c) Some students want help from a third party in order to select the subject matter that is appropriate for them or because they are unsure of their level of aptitude.

3. Aspects of Self-Directed Learning

According to Williamson, (2015) explains that there are five basic aspects of Self-Directed Learning, namely:

a) Awareness, awareness means self-initiative which in determining interest in learning is then continued with learningform opinions or ideas and make their own decisions.

b) Learning Strategy, students' ability to set learning objectives, identify and searchinformation, self-study strategies, and standards that students want to achieve.

c) Learning Activities, independent learning activities must be carried out independently and carried out by students in order tofacilitate their learning.

d) Evaluation, students must learn to evaluate their own progress as well asassess the quality of their work. This evaluation can produce the best performancein him.

e) Interpersonal Skills, the ability to build and maintain relationships with others can makeStudents acquire knowledge from other people or other cultures.And make students have broad insight and practice skillstheir socialization.

4. Teaching Procedure of Self-Directed Learning

The three stages of self-directed learning are broadly categorized as planning, monitoring, and evaluating. Students schedule their activities during the planning step at a time and location where they feel at ease studying.

5 criteria to help you design a great self-directed learning program (Fajrin, 2014) :

a) Give choices to students in their learning materials, meaning that students are given the freedom to choose learning materials. For example, in reading, students are free to choose report, descriptive, recount text or others. such as audio, text or video. Some students may prefer listening to podcasts, while others may enjoy reading. By giving students choices can give them control over their independent learning process.

b) Asking students to set goals. Successful self-study programs encourage learners to set goals because self-learners must take responsibility for their own learning.

c) Build learner knowledge through problem-solving and discussion questions . The active learning process encourages students not only to memorize, but to create their own knowledge by answering questions or solving problems. A successful self-learning program will lead students through a logical sequence of questions to help them come to their own conclusions or focus on solving real-world problems.

d) Breaking down skills for students and aligning them with practical activities. Psychologist Anders Ericsson defines deliberate practice as setting broad goals around one aspect of your performance and then trying to perfect them. A language learner can practice certain sentence structures with a textbook, then practice by writing them, and then use the language in conversation. Independent learners need opportunities for deliberate practice in which they hone one aspect of a particular skill. The instructional designer can help by breaking down the skills in the course and aligning them with suggested activities for deliberate practice. They can also

provide assessments to students to give them feedback on what they need to improve.

e) Fostering a community of practice. People tend to learn better when they have opportunities to share ideas with one another and receive feedback. Independent learning is basically independent, but does not need to be done separately. Students benefit from communities of practice where they can ask questions, share learning, and find responsible friends. They are still directing their learning experience, but now they are doing it with a friend. Plus, this community gives them the opportunity to solve problems together and find innovative solutions

5. Factors Affecting Self-Directed Learning

According to Humaira, (2018). Self-directed learning can be influenced by several factors internal factors (internal factors) and external factors comes from outside (external) (Artaliawan et al., 2021).

Internal factors include :

a) Learning method scan determine a person's success. To achieve success in learning students must understand how to appropriate learning for the student. With self-directed learning, students can

understand, know the lack of ways learn, and find solutions for the right way of learning.

b) Mood or good mood, good health will affect students' desire to learn independently.

c) Activities study and preparation can determine the habits that are carried out students in supporting the learning process.

d) Intelligence play a role in the formation of student learning independence, children who behaving independently can increase their self-control over behavior, especially cognitive elements (knowing, applying, analyzing, synthesizing, and evaluating) and affective (receiving, respond, appreciate, shape and personal).

e) Consciousness students in doing SDL is very influential on the process learning done. Students must have awareness high to get the expected learning outcomes. People educated people will know themselves better, including know the strengths and weaknesses that exist in him, so that they have confidence.

While external factors that affect the SDL process :

a) Study time, students plan their study needs alone. If students can do good time management good, then independent learning will be carried out.

b) Study place which is comfortable is a supporting facility, of course it can be give students awareness and desire to learn independently independent;

c) Learning motivation is the strength that causes students involved in a learning process, focus on learning objectives, and doing study assignments.

d) Parenting style where you grow the development of the child's personality depends on the parenting style of the parents applied in the family.

e) Evaluation, required from students after the implementation of the SDL to become an illustration of the process next lesson.

6. Relationship between Self-Directed Learning and Reading Comprehension

Self-directed learning (SDL) is one of the appropriate learning models, which involves the environment and the ability of students' independence as a source of learning. The relationship between the self-directed learning (SDL) learning model and the ability to read is a unity where students themselves control their independence in reading that cannot be helped by others and Self-Directed Learning is a teaching method that seeks to help students to further improve their self-development abilities.

Self-Directed Learning and independence in learning will have a positive and significant impact on students' learning achievement in reading with independent learning models or self-directed learning having higher learning outcomes than conventional learning models without developing independence in learning.

The relationship between Self-Directed Learning and Reading Comprehension is very good for students because it is one of the flexible learning models but remains oriented to planning, monitoring, and evaluation depending on the ability of students to manage learning according to their abilities. Because independent activities require students to be able to manage existing learning resources according to the needs and context of learning, the Self-Directed Learning model is needed by students. This independent learning model is a characteristic of the independent learning of students who have high responsibility. The Self-Directed Learning model will empower students that learning is their own responsibility and the teacher only acts as a facilitator in reading comprehension learning activities so that the learning process is carried out optimally which has an impact on increasing student independence and learning achievement (Sawitri, 2017)

C. Conceptual Framework

This research. The researcher focus on students' reading comprehension by using self-directed learning strategy into experimental class. There are two variables in experimental class that are independent variable (X) and dependent (Y).

(X)   (Y)

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┌─────────────────┐                    ┌─────────────────┐
│  Self-Directed  │                    │   Reading       │
│   Learning      │───────────────────▶│                 │
│   Strategy      │                    │  Comprehension  │
└─────────────────┘                    └─────────────────┘
         │              ┌─────────────────┐           │
         └──────────────│    Students     │───────────┘
                        │   Achievement   │
                        └─────────────────┘
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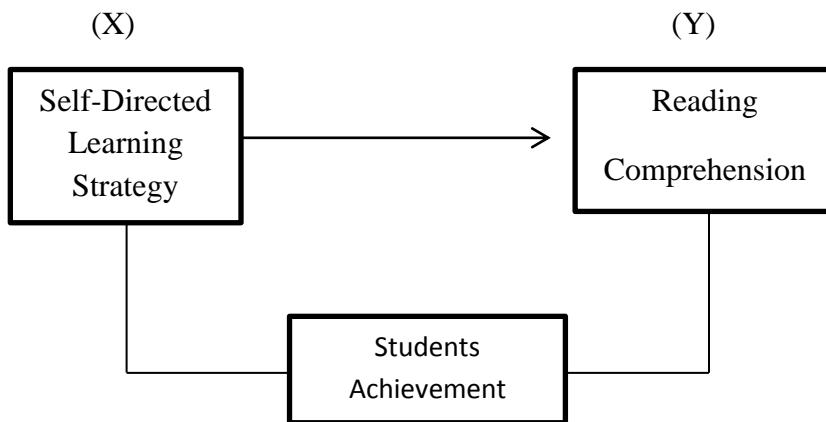
Diagram 2.1

Learning English is one of the most important subjects in school. For this reason, several learning innovations are needed that are able to make students enthusiastic about learning. Independent learning is one thing that must be implemented and becomes an important part of everyday life in order to create independent learning naturally so that the quality of learning English increases. In increasing learning independence, especially reading comprehension, there are several methods that can be used to improve student achievement. In teaching English, students and teachers must be able to present lessons or ways of learning independently and creatively so that

they are interesting and relevant to learning needs. Learning reading comprehension becomes difficult if the teacher still uses the usual method and uses inappropriate methods. This only makes students feel lazy and in the end students are less confident and independent in learning. One method to increase learning independence in learning English that can be used is the Self-Directed Learning Method. This study aims to determine the effect of applying the Self-Directed Learning method on students' reading comprehension achievement. This method has advantages in motivating students, being confident, independent, creative, innovative and independent learning in learning foreign languages, especially reading comprehension.

D. Previous Related Studies

There are several previous studies related to the tittle of this research, namely :

The first study is from L N Zamnah and A M Ruswana (2018) entitled, "Implementation of self-directed learning model to improve students' self-regulated learning and self-confidence second semester student Mathematics Education Program of Universitas Galuh". The writer used a scale instrument to measure students' self-regulated learning and self-confidence. The writer used Data analysis was carried out on the normalized gain of the two sample groups using the normalized gain difference test.

Based on the data the results showed that the learning method with self-directed learning had an effect on increasing self-regulated learning and self-confidence in students. This study aims to identify and describe the increase in self-regulated learning and self-confidence between two classes of students who apply different learning models: one using self-directed learning and the other using conventional learning. This study specifically looked at student performance on the Introduction to Basic Mathematics course.

Second, according to M. Damayanti, L. P. Artini, L. G. E. Wahyuni (2021), "Teacher's Perception of Self-Directed Learning and EFL Students' Learning Autonomy during COVID-19 Pandemic at SMA Negeri 5 Denpasar, Bali". Based on this study the writer analyze teacher perceptions of independent learning, assignment activities in online learning, and independent learning components in activities. This research is aimed at English teachers at SMA Negeri 5 Denpasar. This study used an embedded mixed methods approach. The method used to collect data is observation, interviews, and questionnaires. The writer used quasi-experimental method, instruments to collect data are self-rated questionnaires, observation tables, and classification tables. The technique used in analyzing the data is descriptive qualitative and quantitative statistics. The results of this study indicate that teachers feel they have knowledge about and in implementing

Independent Learning. The teacher carries out the learning process in three parts: pre-activity, initial activity, and post-activity. However, there are only three components of Self-Directed Learning that are included in the action. In its activities, self-directed learning is when the teacher provides material, individual assignments, and assistance when needed. However, independent learning is no longer a post-activity reflection because there is no feedback. Therefore, more effective and interesting learning activities are needed.

Third, according to Suarman Sumarno (2019) , "Improving the Quality of Learning through the Self-Directed Learning Model At student of economic education study program at a public University in Riau, Indonesia". In this study the writer analyse the improvement of the quality of learning in the application of the self-directed learning model in the lecture material of learning assessment. The researcher used a descriptive statistical approach, and classroom action research mode. The subject of this study were student who took the learning assessment course in the Economic Education Study Program at a public University in Riau, Indonesia, and the data were collected through tests and observation. The data were the analyzed were compared with descriptive statistics, and then result of the analysis were compared with was and increase in the quality of learning observed in the activities of lecturers and student in cycles I and cycles II. In order for this model to be effective in improving the quality of learning and

fostering self-reliance in learning among student, a paradigm shift in learning needed.

Fourth, according to Bello Yekeen, (2021), " Applying Self-Directed Learning Strategy on Reading Comprehension Among Junior Secondary School Students in Offa Kwara State, Nigeria" The writer used the study raised two research questions and one null hypothesis which were answered by using mean and standard derivation and the t-test statistical tool, respectively. This study lead to the conclusion that even though TDL strategies applied to reading comprehension was high, the application of SDL strategy to reading comprehension was very high. This implies that when learners are exposed to SDL strategies, they will achieve a lot because they learn at their own pace which leads to self-exploration. Considering the findings and conclusion of this study it is therefore, recommended that language teachers should pay attention to students learning processes with regard to the value of the strategy training in the language class to enable students to learn more efficiently and become autonomous learners.

From the research above, L N Zamnah and A M Ruswana (2018), Damayanti (2021), Suarman Sumarno (2019), Bello Yekeen (2021), the similarities between the four studies above and researcher's research are, where students have difficulty in learning independently and determine their own learning motivation, which causes students to lack have independence

in learning. By using the Self-Directed Learning method students independence can increase and can provide creative and innovative independent learning motivation. While differences from the four previous researchers, with the researcher research focusing more on examining students difficulties in understanding reading comprehension achievement and focusing more on student independently and how they find ways to learn to read that can improve the quality of their learning.

E. Hypothesis

Based on the literature review and the related framework above in this study, the alternative hypothesis (Ha) and the NULL hypothesis (Ho) are formulated as follows:

1. Alternative Hypothesis (Ha): There is a significant effect on the application of the Self-Directed Learning on students' reading comprehension at Eleventh Grade of SMAN 1 Bengkulu Tengah.

2. Null Hypothesis (Ho): There is no significant effect from the application of the Self-Directed Learning on students' reading comprehension at Eleventh Grade of SMAN 1 Bengkulu Tengah.