# SELF-REGULATED LEARNING AMONG SMK STUDENTS

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## Abstract

This study aimed to investigate SMK students' SRL in enhancing language learning. Self-Regulated Learning itself is the strategy that empowers understudies to assume responsibility for comprehension of information from the teacher by directing their own particular manner of learning. The method of this study was qualitative with basic interpretative design to measure students' awareness of the existence of SRL and its benefit. The participants of this study were grade 10th students of SMK Negeri 1 Pungging, Indonesia, which consist of 31 students, who have studied English. The questionnaire was applied to measured two aspects; students' awareness and the ownership of SRL and kinds of SRL components used by EFL learners, using Likert Scales. In addition, the interview was used to explore the benefits of using SRL. The result showed that all of the participants reported moderate to low levels of SRL use (64.3%), meanwhile, (74.4%) of students were using reflect on what worked as the most component of SRL. Furthermore, based on the interview the students get advantages of applying self-regulated learning during the process of studying. To sum up, this study showed that all students employ SRLs, whether they realize or not.

**Key Terms:** Self-regulated learning, EFL, lifelong learning

## Abstrak

Penelitian ini bertujuan untuk menyelidiki pembelajaran mandiri siswa EFL dalam meningkatkan pembelajaran bahasa. Pembelajaran mandiri sendiri berarti metode yang memungkinkan siswa untuk mengambil kendali dalam pemahaman pengetahuan dari guru dengan melakukan cara mereka sendiri dalam belajar. Desain penelitian ini adalah kualitatif dengan desain interpretatif dasar untuk mengukur kesadaran siswa tentang keberadaan SRL. Partisipan penelitian ini adalah siswa kelas 10 SMK Negeri 1 Pungging, Indonesia, yang terdiri dari 31 siswa, yang telah belajar bahasa Inggris. Angket diterapkan untuk mengukur dua aspek; kesadaran siswa akan kepemilikan SRL dan jenis komponen SRL yang digunakan oleh peserta didik EFL, menggunakan Skala Likert. Selain itu, wawancara digunakan untuk mengeksplorasi manfaat melalui penggunaan SRL. Hasilnya menunjukkan bahwa semua peserta melaporkan tingkat penggunaan SRL yang sedang hingga rendah (64,3%), sementara itu 74,4% siswa menggunakan refleksi pada apa yang berfungsi sebagai komponen SRL yang paling banyak. Selanjutnya, berdasarkan wawancara siswa mendapatkan keuntungan dari menerapkan belajar mandiri selama proses belajar. Singkatnya, penelitian ini menunjukkan bahwa semua siswa menggunakan SRL, apakah mereka sadari atau tidak.

Kata kunci: Pembelajaran mandiri, EFL, pembelajaran seumur hidup

## 1. INTRODUCTION

### 1.1 Background of the study

Indonesian EFL students discover in their nations of origin as since a long time ago confronted with the simple truth that when they leave the room there is no assurance that they will in general utilize the objective language (Richard A. Lee, Kevin C. Browne, and Yoko Kusumoto). Indonesian EFL Students have for a long time rehearsed English Language learning all alone, be that as it may, what's required is educator bolster that advances self-regulated learning (SRL) to affirm that language learning improvement through self-regulated learning is guided and not left to condition. In various words, oneself-regulated learning objective is to create self-rule among students, which is the capacity to deal with their own learning in every feature. Following

Winne and Hadwin (1999) in portraying self-regulated students as students who effectively and speedily dealing with their own learning through recognition and technique use. Their mode on the SRL model stresses the significance of metacognition, which is a significant agreement for the strategy for learning. Metacognition is sketched out as information about mindfulness and includes recognition, and the executive's capacities (Dinsmore, Alexander, and Loughlin, 2009; Flavell, 1980; Schunk, 2009). Research has demonstrated that metacognition associates with inspiration and impact, and these connections have crucial ramifications for SRL (Efklides, 2010).

The participants in most studies investigating self-regulated learning have been from primary school, university students and teachers. Only a small number of participants in studies have been high school students, especially in a foreign language context (Gunning, 2011; Kirsch, 2012; Macaro, 2017). Students of different ages are believed to approach self-regulated learning differently. Older learners are more likely to employ cognitively complex strategies while their younger counterparts tend to opt for less complex (and surface) strategies (Magogwe & Oliver, 2007; Tragant, Thompson & Victori, 2013).

Research indicates that when learners engage in academically effective forms of self-regulated learning (SRL) they are successful in and beyond school (Mccaslin & Good, 1996; Zimmerman & Bandura 1994). Self-regulation is important because a major function of education is the development of lifelong learning skills. However, despite its crucial role, self-regulated learning in vocational high school context has received only a little attention in Indonesia (Sari, P.I.M. 2019). The current study extends the work on self-regulated learning by investigates whether EFL learners in SMK Negeri 1 Pungging maintain self-regulated learning to foster their English language skill or not, as well as the benefit, lies within their self-regulated learning.

In accord with the background stated above, the research question of this research is formulated as follows:
1) Do EFL learners own any self-regulated learning to enhance their English skills?
2) What kind of SRL component used frequently by EFL learners in SMK Negeri 1 Pungging?
3) How the students perceived the benefit of SRL?

**1.2 Literature review**

**Self-Regulated Learning**

As indicated by Zimmerman (2001), SRL is sketched out as "self-produced musings, sentiments, and activities that square measure arranged and consistently custom fitted to the achievement of non-open objectives". Inside the scholarly region, it needs the look and overseeing of your time, consideration and spends significant time in training, practice, code, and furthermore the association of information, making working environmental factors profitable, and using social assets viably (Schunk and Zimmerman, 1998).

Zimmerman (2001) asserted that their territory unit 3 stages in self-guideline that zone unit revolving and conveys with it 3 segments: planning, execution, and self - reflection stages. There are a unit procedures and convictions like inspiration, self-viability, objective setting, and structuring that trigger endeavours to be told inside the planning segment, execution segment incorporates forms like fundamental psychological procedure the executives, keeping records, and perception during which understudies consider the errand to improve their presentation, and self-reflection segment includes forms such as self-assessment during which students contrast their exhibition and an objective and evaluate their outcomes (Zimmerman, 2001).

**Studies related to self-regulated learning in English language teaching**

In Wang's dissertation (2004), This study found that self-regulated learning strategies led to higher levels of self-efficacy, which resulted in more engagement of students in reading activities. Hirata (2010) The results of the study indicate that the ideal self-increases motivation and self-regulated learning. This makes them be motivational, meta-cognitively, and behaviorally ready to be active in their learning (Al-Otaibi, 2013). Also, it makes them self-efficacious and they have positive attitudes toward learning (Al-Otaibi, 2013).

Mahmoodi, Kalantari, and Ghaslani (2014) This dissertation indicates that self-regulated learning influenced motivation and self -efficacy in a positive way; therefore, self-regulated learning contributed to the learners' academic achievement in reading and writing. Also, Andrade (2012) states that self-regulated learning can improve learning proficiency, make learners satisfied, and help them increase their capacity for autonomy. Bloom (2013) has focused on the place of goal setting and self-monitoring in self-regulated learning. He mentions that self-regulated learning strategies enable students to make higher academic achievements, make a greater effort to solve problems, overcome obstacles, and motivate them to learn. Çelik, Arkın, and Sabriler (2012) researched EFL' learners' use of Information Communication Technologies (ICT) for self-regulated learning. Also, Cheng and Chau (2013) have investigated the relationship between self-regulated

learning ability and e-portfolio achievement. The study shows that cognitive skills, metacognitive control strategies, and collaboration have a positive effect on students' e-portfolio achievements.

Lin and Gan (2014) studied Taiwanese college students' use of English listening strategies and self-regulated learning. The study finds out that self-regulated learning made students plan and evaluate their own listening education, give them a desire to acquire the knowledge, motivated them to succeed, and take action to become proficient. In Pilate's study (2012), the impact of self-regulated language learning among the reading achievements of grade 9 students was assessed. The results of the study show that cognitive self-regulation strategies were indicators of the students' reading performance and contributed to their reading performance. In Zarei and Hatami's research (2012), the relationship between self-regulated learning components and L2 vocabulary knowledge and reading comprehension of Iranian EFL learners was studied. The self-regulated learning components that were examined in this study were planning, self-check, effort, and self-efficacy. The study indicates that these components do not have an effect on vocabulary knowledge, while only self-check and effort have a direct and positive effect on reading comprehension. Pratontep and Chinwonno (2008) have focused on self-regulated learning among Thai university students in an EFL extensive reading program. The study reveals that self-regulated learning training about the strategies particularly related to metacognitive and performance improved the students' reading comprehension.

Al Asmari and Ismail (2012) have searched self-regulated learning strategies as predictors of reading comprehension among students of English as a foreign language. Their study indicates that self-regulated learning strategies such as the rehearsal, self-talk, and elaboration are indicators of reading comprehension. Mizumoto (2013) has dealt with enhancing self-efficacy in vocabulary learning through a self-regulated learning approach. According to Mizumoto, self-regulated learning increased self-efficacy in vocabulary learning. Hence, it helped the participants improve their vocabulary knowledge. Hamedani (2013) studied the relationship between self-efficacy and self-regulation in vocabulary acquisition of Iranian EFL learners. Hamedani mentions that there is a strong relationship between self-efficacy and self-regulation, which results in an increase in vocabulary acquisition.

### 1.2.3 Characteristics of Self- Regulated Learners

Pintrich (1995) believes that self-regulation is not an enduring measure of mental intelligence after a certain point in life, nor is it a personal characteristic that is genetically based or formed early in life. Students learn self-regulation through experience and self-reflection (Zimmerman, 1998). Because self-regulation is not a personality trait, students can control their behaviors and affect to improve their academic learning and performance (Pintrich, 1995). Zimmerman (2001, 2002) characterizes self-regulated students as those who take an active part in their learning process from the metacognitive to the motivational and behavioral viewpoint. Characteristics attributed to self-regulated persons are similar to those attributed to high performance, high capacity students, as opposed to those with low performance who show a lack in these variables (Reyero & Touron, 2003; Zimmerman, 1998). However, with adequate training in these dimensions, all students can improve their degree of control over learning and performance and many learning disabilities found particularly in low-performance students can be alleviated.

In general, studies show that the following characteristics differentiate between self-regulating and non-self-regulating students:

1. Self-regulated learners are familiar and know how to apply a series of cognitive strategies (rehearsal, elaboration, organization) which help them to attend to, transform, organize, elaborate, and recover information (Winne, 1995; Zimmerman, 2001).

2. They know how to plan, control, and direct their mental process toward the achievement of personal goals, i.e., metacognition (Corno, 2001).

3. Self-regulated students show motivational beliefs and adaptive emotions such as a sense of academic self efficacy, the adoption learning goals, the development of positive emotion towards tasks (e.g. joy, satisfaction, enthusiasm) and the capability to control and modify them to the requirements of the preset task and the specific learning situation (Weinstein, Husman & Deirking, 2000; Zimmerman, 2002).

4. They plan and control the time and effort to be spent on tasks, and they know how to create and structure favorable environments, such as finding a suitable place to study and seeking help from teachers and classmates when they encounter problems (Corno, 2001; Winne, 1995; Zimmerman, 2001).

5. To the extent allowed by the context, self-regulated learners show greater efforts to participate in controlling and regulating academic tasks, classroom climate, and structure (Corno, 2001; Weinstein, 2000; Zimmerman, 2002).

6. Self-regulated learners are able to effect a series of volitional strategies aimed at avoiding external and internal distractions so that they maintain their

concentration, effort, and motivation in performing tasks (Weinstein, Husman, & Deirking, 2000; Zimmerman, 2001, 2002).

To sum up, self-regulated students take responsibility for their own learning, consider learning as a proactive process, are self-motivated and use strategies enabling them to achieve the desired academic results.

**Learners' Role in the Regulation Process**

In order to determine the roles ascribed to "learners" in the regulation process, it is important to have an overview of characteristics, features, and general assumptions shared by almost all models of regulation. After reviewing all models of self-regulation, Wolters et al. (2003) consider learners as "active, constructive, and having the potential for control of their environment" (p. 3) as participants in the learning process. Learners are assumed to actively construct their own meanings, goals, and strategies from information available in the "external" environment as well as in their own minds (the "internal" environment). Instead of being mere passive recipients of information from teachers, parents, or other adults, learners are active, constructive meaning-makers as they go about learning (Pintrich, 2000). The second, but the related, assumption is the potential for control assumption. All the models assume that learners can potentially monitor, control, and regulate certain aspects of their own cognition, motivation, and behavior as well as some environmental features (Karabenick, 2001). This assumption does not imply that individuals will or can monitor and control their cognition, motivation, or behavior at all times or in all contexts, rather just that some monitoring, control, and regulation is possible. All of the models concede that certain biological, developmental, contextual, and individual differences and constraints can interfere with individual efforts at regulation (Butler & Winne, 1995; Zimmerman, 1989, 1998, 2000).

**2. METHOD**

Basic interpretative study was used in this study since this study seeks to understand the experiences and the point of view from the participants regarding to their use of SRL. This research was conducted in SMK Negeri 1 Pungging located in Mojokerto, East Java, Indonesia. 31 participants who are students from SMK Negeri 1 Pungging grade 10 were chosen randomly using simple random sampling. In which 5 of them, that were also randomly chosen, will be interviewed to get more in-depth data. Furthermore, 5 participants were chosen for the interview not only to enable the researcher to get deeper data of each student but also to ease the researcher in gathering the data in terms of time.

The data gathered were (1) questionnaires' answer from 35 students and (2) subjects' oral statement in answering questions and explaining their SRL daring interview. The questionnaire answer was used to answer the first and second question while the oral statement extracted from the interview will be used for the third research question.

Both of the data were analyzed qualitatively which was involves familiarization and organization so that the data can be easily retrieved, coding and reducing process, and the last one is interpreting and representing the results. (Ary et.al., 2010). Then, the data are presented as descriptive analyses to see the SRL used by students and the benefits of SRL itself for students in enhancing their English.

**3. RESULT AND DISCUSSION**

**RESULTS**

**Self-Regulated Learning Ownership**

Regarding the first question of the study, the consequences of survey demonstrated that a large portion of the understudies were inexperienced with the term "Self-Regulated Learning", showing that the exposure given by both their educators and their surroundings regarding SRLs were not significant enough for them to actually utilize and plan their SRLs completely. However, most of the students that were not familiar with the term SRL were able to guess or making the meaning out of the said term.



CHART 1. STUDENTS' OWNERSHIP OF SELF-REGULATED LEARNING
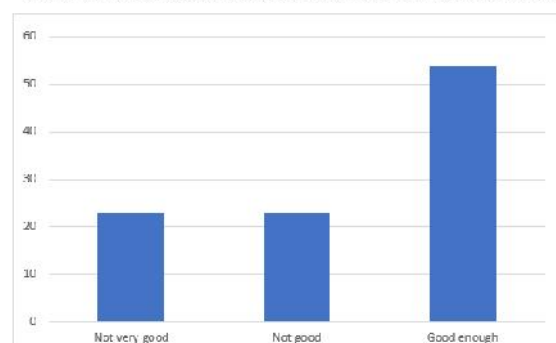
About (54%) understudies are fairly ready to used SRL to learn English, do a few endeavours to take part in language learning, and eagerly practice, expand and sort out the exercise material without anyone else. (23%) learners get low SRLs that put forth them flopped in leading a superior attempt to learn English and achieved better also. Furthermore, (23%) of them despite everything battle to get by in English class.

Moreover, the fact there are still some participants that didn't employ SRL means that they did not have any learning strategies besides listening and paying attention

in the classroom. Mentioned participants stated that the only way for them to learn or study outside the classroom is by doing the assignments that they were told to do, which were most likely copied from their friends or from other sources.

Regardless of the newness to the term SRL, a large portion of the understudies conceded that they have their own SRLs in learning English. A few understudies expressed that they do have their method for getting things done to help them in their learning. A few understudies indicated vulnerability in the utilization of SRLs, implying that they were as yet uncertain of the SRLs that they have, while a few understudies have expressed that they as of now have at least one SRLs parts at the top of the priority list. mind.

**Kinds of Self-Regulated Learning Components Used**

Notwithstanding the second inquiry of the investigation and so as to discover sorts of SRL segments utilized by EFL students, understudies' self-guideline in English class was estimated through four markers which can be found in the accompanying table;

TABLE 1. SRL COMPONENTS USED BY STUDENTS

| Components of Self-regulated learning | Mean |
|---|---|
| Plan | 3.20 |
| Monitor | 1.83 |
| Control | 2.83 |
| Reflect | 3.40 |

The outcomes uncovered that in a specific way, understudies are happy to be dynamic in "Making Plans" (Forethought Phase) and "Reflect on What Worked" (Self-Reflection Phase) since they know about its significance in learning process which spoke to in the normal scale; (3.20) and (3.40). Be that as it may, understudies were low at "Monitoring Plans" (Performance Phase - Self-Control) and "Controlling and Changing Plans"(Performance Phase - Self-Observation) which spoke to in the normal scale; (1.83) and (2.83). Additionally, understudies' self-regulated in language learning class was likewise estimated through their ability to acknowledge the instructor's recommendation or input for development on their English. It tends to be said that, somewhat, understudies have done extraordinary exertion to take part in language learning and perform better. Moreover, understudies' eagerness to expand their English expertise shows that they have adequate self-regulated to improve their composing aptitude.

**The learners' thoughts towards the success of SRL used and its goals**

Semi structured interview was run to showed how the SRL used help the learner in their learning;

**A. First subject**

First subject which uses seeking information showing her started endeavors to make sure about further errand data from non-social and online source when undertaking a task. As she stated in her interview, browsing for online source provided her with a supportive source. Moreover, she said that she is also asking for a better understanding from teacher.

I: *"Browsing, tapi kalau ngak lengkap ya Tanya sama guru"*

I: *"Browsing juga"*

Not just that she felt her SRL causes her in learning and caused her to feel like she really learning English, it encourages her accomplishing her objective and reverifying is the best one.

I: *"Membaca ulang, biar lebih paham trus koreksi yang salah, kalau masih ngak paham, aku biasanya tanya ke teman yang lebih paham."*

**B. Second subject**

Second subject which uses sorting out and changing showed her started clear or incognito adjustment of instructional materials to improve learning since it furnishes her with more data dependent on her arrangement. She felt that using planning method aids her a lot during her time working on her project.

I: *"Metode yang akan saya gunakan adalah metode perancangan atau perencanaan dengan metode ini, saya bisa merencakan isi makalah yang akan saya buat dari tema yang diberikan, saya juga menggunakan metode tanya jawab kepada orang lain seperti guru, kaka kelas, tukang kebun dan masyarakat sekitar yang tahu tentang sejarah sekolah."*

**C. Third subject**

Third subject which uses rehearsing indicating her started endeavors to retain material by clear or secret practice. She felt that write down the point related with the topic help her remember it when she learning.

I: *"Dengan cara menulis pokok-pokok bahasan atau materi-materi penting yang didiskusikan oleh guru misalnya peristiwa kapan dan dimana hal itu terjadi tokoh yang terlibat sebab dan akibat peristiwa itu terjadi."*

**D. Fourth subject**

Fourth subject indicating her initiated efforts to record events or results. It is part of keeping records and

monitoring. She thinks that start with the easy question help her a lot in a test. It builds her focus with the question and keep up with the time.

I: *"Saya berusaha mengerjakan yang menurut saya mudah, agar saya bisa cepat selesai, ngak buang-buang waktu gitu deh."*

### E. Fifth subject

Fifth subject which utilizes natural organizing Indicating her started endeavours to choose or mastermind the physical setting to make learning simpler. She felt that isolating herself from anything that distracts her make learning easier since she can build a focus toward his learning activity.

I: *"Memilih tempat yang nyaman untuk belajar, kalau di rumah saya hanya belajar di tempat yang cukup sepi seperti di kamar karena tempat yang ramai membuat saya tidak bisa focus dalam belajar."*

The total SRL strategy being reported for each subject may provide a wider picture about the number of strategies being implemented in different situations. First subject appeared to get advantages from SRL strategies; seeking information. The second subject reported utilization of arranging and changing, objective setting and arranging to aid her in learning. Related to strategy being used regarding the concerns on exams, the third subject used rehearsing and memorizing. Moreover, the fourth and fifth subject were found to use keeping records, monitoring and environmental structuring.

### DISCUSSION

The point of this examination is to follow the utilization of Self-Regulated Learning among SMK understudies. There are three perspective that are talked about in this investigation; (1) Whether EFL students of SMK Negeri 1 Pungging know on the presence of SRL and create SRL to improve their English aptitude, (2) The sorts of SRL utilized by EFL students of SMK Negeri 1 Pungging, (3) The advantage that understudies get from SRL. The information examinations produced a few key discoveries.

### Traces of SRL among EFL learners of SMK Negeri 1 Pungging.

As per the discoveries, it demonstrates that the greater part of understudies applied what alleged without anyone else managed learning since they are dynamic in learning class as expressed on Zimmerman's concept (Zimmerman, 1991). The understudies carry on decidedly, for example, rouse themselves in learning language where it is in accordance with Friedrich et al. (2015) who said that Self-Regulated is one of viable systems for learning in any condition. Notwithstanding their conduct in learning

English, they are happy to acknowledge input from their instructor and respond to the educator's remarks on their task by requesting explanation to the instructor's notes. Besides, the understudies consistently comply with the guidance from the instructor to do drafting, changing and altering. To finish up, the understudies know about the significance of acting decidedly towards language learning just as the procedure to improve their English by keeping the standards which is told by the educator. Furthermore, the idea of being free – or self-regulated students are not part in Indonesian learning society (cf. Dardjowidjojo, 2003; Indah, 2019; Indah and Kusuma, 2018; Marcellino, 2010). This clarify why a large portion of the understudies were discover to be moderate to low utilization of SRL.

The overall results of the analyses indicate that all of the subjects showed that they have at least one kind of SRL component that stands out in aiding them throughout their learning in SMK Negeri 1 Pungging, Indonesia. Two of the subject' SRL are in types of online devices and materials and three of them is in types of social action led in the learning condition of SMK Negeri 1 Pungging and in their home.

### Kinds of SRL component used by EFL learners of SMK Negeri 1 Pungging

The data suggests that the high report on the uses of Controlling and changing plans and Reflect on what worked, and low report on the uses of Making plans and Monitoring plans, are good signs of corroborating the 'beginning' of the SRL model (Pintrich & Zusho, 2004; Zimmerman, 2002). As reflective attitude is essential to meet the demands of a rapidly developing learning indicated that the gap can definitely be bridged by the teacher in helping improve the student's overall performance even more.

Zimmerman, Barry and Moylan, Adam and John, Hudesman and Niesha, White and Bert, Flugman. (2013) Stated that high self-reflectors would accomplish more on the intermittent and last tests of the year than low self-reflectors. High self-reflectors likewise would be better adjusted in their self-adequacy and self-assessment decisions. Moreover, a self-reflection mediation, which concentrated on remedying mistakes, was compelling in diminishing over-assessments of language learning. This in line with the finding from second subject that used self-reflection in her grammar task. She started using this component of SRL when she realized that she fails and try to learn from her mistake. As well as third and fourth subject, they felt a sense of accomplishment when they got everything done on time. While first and fifth subject said that they think about how well they've done in the past when they set new goals.

This can be inferred that "reflect on what worked" is by all accounts a worthy learning stage for the understudies on the grounds that the framework is anything but difficult to work. It serves well as data coordinator where understudies can glance back at their learning procedure, joins for learning advancement, and other related learning exercises. It likewise works as the assignment coordinator in which the two understudies and educators can oversee how the undertaking is finished. Moreover, self-controlled learning is raised through a progression of self-appearance in which an understudy needs to improve his/her understanding premium. Through consistent direction and implementation, understudies' intelligent capacity and self-controlled learning attributes can be created.

**Benefit of SRL used by the subjects**

As this examination found additionally, self-directed students would in general can look for help and control their inspiration, in any event, when they experienced learning troubles. This finding resounds well with past examinations, which contend that self-Regulated students have the capacity to look for help when the need emerges (see Dunn et al., 2016; Finney et al., 2018; Newman, 2004; Zimmerman, 2010). This examination is likewise upheld by existing investigations which battle that the capacity of students to self-control themselves line up with their capacity to keep up their inspiration (see Daniela, 2017; Teng and Zhang, 2018; Wolters, 1998, 2005). Thus, the finding fortifies the thought that self-guideline and inspiration are intently and essentially related. While every one of them welcome positive effects on students" execution (see Mehrabi et al., 2018; Mukti, 2019; Newman, 2004).

Moreover, above discoveries indicated that the understudies get points of interest of applying oneself directed picking up during the way toward contemplating. It is applicable with an investigation done by Altun and Erden (2015), where in their examination, they found that endeavours done by understudies, for example, requesting help, being sure, and accept on their own power help understudies to show signs of improvement accomplishment. What's more, to have positive inclination, state of mind, thought, and conviction is significant and ought to never been overlooked. As Hammann (2006) said that feeling and conviction assume their jobs in impacting understudies' conduct. Since human changes, terrible or nice sentiment and conviction will influence whether become positive or negative the understudies' conduct is. In this way, controlling activity is significant so as to keep up understudies' feeling in learning as clarified beforehand.

# 4. CONCLUSION & SUGGESTIONS

## CONCLUSION

The outcome got in this examination shows that all understudies utilize SRLs, regardless of whether they understand or not. In spite of the fact that the expression "Self-Regulated Learning" itself isn't usually known among SMK understudies, they have utilized their own SRLs that they get during their examination vocation; gaining it normally or beginning to utilize it unwittingly.

In EFL context, creating SRL on just as having the option to manage singular learning by proficiently sending learning systems will prompt student achievement. In settings where English language learning showing despite everything face huge difficulties, consolidating SRL into the educational programs and language educator preparing projects may encourage the formation of self-ruling and long-lasting language students.

## SUGGESTIONS

Subsequent to acquiring the outcomes, the researcher wish that the outcomes will have the option to edify both understudies and educators in the utilization of SRL to helps the learning procedure. Understudies are relied upon to have the option to comprehend the meaning of SRL, yet additionally improve their SRL in the wake of getting data from this exploration, which will be an extraordinary assistance in supporting them in their learning procedure. Furthermore, the understudies are likewise proposed to build up their scholarly Self-Regulated Learning by having the great Academic Cognition, Academic Motivation, Academic Behavior. Concerning the educator, it is normal that instructors will have the option to control and advance their understudies all the more regularly as far as furnishing them with the data in regards to various sort of SRL segments.

Moreover, the result of this research opens possibility of future research regarding the use of SRLs among SMK students in different place, social, and time setting since this study does not specify those aspect in conducting this research. Furthermore, this research only explains the achievement of individual SRLs from the students' point of view. This gives an opening of future research of students' SRLs achievement in terms of actual learning outcome in the classroom

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