The Implementation of Self-Regulated Learning in Reading Comprehension Class of A State Junior High School in Surabaya

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Abstrak

Membaca memerlukan pengaturan diri yang paling banyak karena menantang siswa untuk mengoordinasikan berbagai jenis informasi. Penelitian ini bertujuan untuk mendeskripsikan penerapan SRL terhadap pemahaman dan persepsi membaca siswa di kelas Reading. Populasi sampel penelitian ini adalah 32 siswa kelas 8 SMPN 6 Surabaya. Data mengenai otonomi siswa dikumpulkan melalui angket yang telah divalidasi dengan baik dan wawancara untuk mengumpulkan data. Temuan penelitian mengungkapkan tingkat kesadaran otonomi siswa yang tinggi, strategi dominan yang digunakan adalah pengaturan diri metakognitif. Hal ini menunjukkan bahwa siswa dengan tingkat kemandirian yang lebih tinggi cenderung menunjukkan kompetensi bahasa Inggris yang lebih baik. Hasilnya adalah semakin tinggi kesadaran SRL yang dimiliki siswa maka semakin tinggi pula pengaturan diri terhadap strategi pembelajaran yang digunakannya, dan semakin tinggi keterlaksanaan pembelajaran SRL yang dilakukan siswa maka semakin tinggi pula hasil prestasi belajar siswa. Para pendidik dan pengambil kebijakan dapat menggunakan temuan ini untuk mengembangkan strategi yang mendorong otonomi pembelajaran dan memfasilitasi peningkatan hasil pembelajaran bahasa Inggris. Penelitian lebih lanjut disarankan untuk mengeksplorasi lebih jauh faktor-faktor yang dapat mempengaruhi kemandirian siswa dan hubungannya dengan kompetensi bahasa Inggris dalam pemahaman membaca.

Kata Kunci: otonomi siswa, pemahaman membaca, strategi pembelajaran, kesadaran diri, keterampilan membaca, implementasi SRL, siswa EFL, penelitian kuantitatif, sekolah menengah pertama

Abstract

Reading requires the most self-regulation because it challenges students to coordinate different types of information. This research aims to describe implementation Self-Regulated Learning in students' reading comprehension and perception as well as in the Reading class. The sample population for this research was 32 grade 8 students at SMPN 6 Surabaya. Data regarding student autonomy are collected through well-validated questionnaires and interviews to collect data. The research findings revealed that 8th grade students showing a high level of awareness of student autonomy, the dominant strategy used by junior high school students in the reading comprehension class is metacognitive self-regulation. This shows that students with a higher level of autonomy tend to show better English language skills competence. The result is the higher the awareness of Self Regulated Learning that students have, the higher the self-regulation of the learning strategies they use, and the higher the implementation of SRL learning carried out by students, the higher the student achievement results. Educators and policy makers can use these findings to develop strategies and interventions that promote learning autonomy and facilitate improved English learning results. Further research is recommended to explore this further factors that can influence student autonomy and relationships with English language competency in reading comprehension.

Keywords: self-regulated, reading comprehension, learning strategies, self-awareness, reading skills, the implementation of SRL, EFL students, quantitative research, junior high school

INTRODUCTION

One of the main goals of educational development is to improve students' learning abilities. To achieve this goal, teachers must teach students the necessary knowledge, skills, and strategies. Students must also take stock of the knowledge and skills taught to help them become proficient and sustained learners. Learning is defined as the maximum capacity to strive and persevere in learning to regulate the learner's learning process related to the correct and effective management of time and information. This process is linked to the self-regulated learning theory introduced in the 1980s by Zimmerman. Self-regulated learning requires students to monitor their learning strategies independently of their teacher and classmates and adjust them as necessary. Monitoring activities include checking learning content, assessing learning difficulties, assessing progress, and predicting learning outcomes (Cheng, 2011). It is a multidimensional activity that requires each individual's cognition, emotions, actions, and environment. Through self-regulated learning strategies, learners can create better study habits, improve study techniques, track progress, evaluate performance, use strategies to improve results desired outcomes and evaluate their academic progress and learning (Zumbrun, et.al 2011).

Reading is a complex process that is related to understanding words. In fact, reading is an activity that produces meaning and interprets a written text (Delbridge, 2008). Reading **requires the** most self-regulation because it challenges students to coordinate multiple types of information. However, for many Indonesian students, reading is still an unsolved problem. The researcher found that students have difficulty understanding texts based on my observations and experience of teaching English in one of his public junior high schools in Surabaya. When reading a text, students need to have prior knowledge and therefore need to understand the meaning of some words. According to Ayura (2017), reading and understanding a text requires interactions between the text and the reader. In this case, the reader must relate prior knowledge to the information in the text. As a result, the reading comprehension of Indonesian students remains low, according to the 2018 PISA results. Three Indonesian students achieve 30% in reading comprehension or level 2 (OECD average: 77%) (Triarisanti et al., 2022). In this situation, students can identify the main concepts of at least medium to long texts, locate information based on specific criteria, and reflect on the purpose and format of the text. In addition to reading comprehension that influences academic performance in English, there are other factors including students' learning behavior. The researcher discovered some facts based on some students' observations in their second semester of eighth grade at a public junior high school in Surabaya.

According to Zimmerman (2008), "self-regulated learning is considered an active process that students use to acquire learning skills, such as setting goals, selecting and implementing strategies, and self-monitoring their effectiveness" (p.166). When learners practice self-regulated learning, they learn how to set goals, manage time, learn strategies, apply self-assessment, apply self-attribution, apply self-motivation, and seek help or information on their own to achieve their goals (Zimmerman, 2002). A self-regulation cycle helps students improve their learning and their perception of control over the learning process (Zimmerman, 2002). Learners' academic success certainly depends on their efforts and attitudes toward learning. To do that, learners must be independent and active learners in researching what they need for their studies. In this case, learners are expected to perform self-regulated learning to achieve success in their learning.

Several studies have proven the effectiveness of SRL on student learning. Dörrenbächer and Perels (2016) found that students with high self-regulation will have a strong will to accept experiences openly and reduce their anxiety. That's because they are better prepared to develop strategies to solve the problems they encounter. SRL also increases the number of students' willingness to practice lessons such as research conducted by Sun and Wang (2020). It was found that students began to use English in daily life interactions and liked to send emails to friends using English after implementing SRL. It shows that SRL can increase students' motivation to learn further. The important thing for EFL students is the intensity of exposure so that students will get used to it with English. Self-Regulated Learning is applied in many areas of learning such as an improvement in students' writing and speaking abilities, but only a few researchers have carried out SRL to be implemented in reading ability. Much SRL research is conducted at the high school/vocational school level, but no researchers have conducted SRL research at the junior high school level. Therefore, this research aims to describe the implementation of Self-Regulated Learning in EFL reading classes for junior high school students.

METHODS

In this study, the researcher used a mixed methods design through an explanatory sequential design (Creswell, 2014). The use of a mixed method will help the researcher to answer the research questions of this study, which are: (1) What types of SRL components do they claim to possess?, (2) How are students` awareness of self-regulated learning in their reading class?, (3) How do they implement their SRL in their Reading class?

In the first phase, the researchers arrange to get and analyze quantitative information by conveying a close-ended questionnaire. After that, the researchers conducted interviews with some students to observe a student's points of view related to the importance of implementing the SRL Strategy in the Reading Comprehension Class. This study seeks to understand the experiences and the point of view of the participants regarding their use of SRL. The combination of quantitative and qualitative data collection made a difference for the researchers to supply wealthy and significant data for the students' self-regulation in English reading comprehension.

SMP Negeri 6 Surabaya, located in Surabaya, East Java, Indonesia, was the study's target site. Since there have been prior encounters between the researcher and participants who may assist in conveniently gathering data, leading the exploration at SMP Negeri 6 Surabaya makes it easier for the researcher to compile the data from the participants.

The eighth-grade students studying English at SMP Negeri 6 Surabaya served as the study's subjects. Five students who were selected based on their questionnaire mean scores will be contacted to obtain comprehensive information. Additionally, five participants were selected for the interview to facilitate the researcher's ability to obtain more in-depth information on each student and to reduce the amount of time needed to collect the data.

The data were gathered using (1) 30 students' responses to questionnaires and (2) five participants' oral statements provided in response to inquiries and in elucidating their SRL during interviews were used to collect the data. The third research question will be addressed using the oral statement taken from the interview; the first and second research questions will be addressed through questionnaires.

As previously mentioned in the previous chapter, data was collected using an online questionnaire via Google Forms and direct interviews. Therefore, interview questions and questionnaires are the tools used.

There are 2 types of research instruments

1) Questionnaires are used to answer research questions number 1 and 2 to answer research questions related to the dominant SRL strategies used by students and the level of SRL awareness

2) Interviews are used to answer question number 3 to obtain more in-depth information on each student and to reduce the time required for data collection.

A survey using a Likert scale with alternatives of 1 to 5 numbers indicating the perspective of student suitability by ticking a range of numbers: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree.

The information-gathering strategies used in this research were meetings and opinion polls. The researchers noted that the meeting could have been more in-depth regarding SRL implementation. An open survey is sufficient data to answer test questions. A questionnaire-style survey was used for the first and second research questions. The questionnaire is sent via Google Forms as a survey tool. The researcher distributed the survey link to student representatives. The student shared it in the WhatsApp group class, then shared it with 32 students. Currently the information obtained from the questionnaire is used quantitatively.

After that, the third research question was answered through direct interviews. This is done to obtain qualitative data. A total of 5 selected people with dominant SRL were then interviewed. This is based on an analysis of the average SPSS data for each student. Furthermore, the researcher interviewing the 5 students who showed the highest dominance of awareness in each SRL learning strategy. Face-to-face interviews were conducted to obtain detailed results on how SRL was utilized. Interviews provide accurate information based on the subject's thoughts and feelings. Researchers recorded audio to help analyze the information. After collecting information, researchers code and analyze the information by organizing and translating it.

In this research, the researchers conducted two stages in collecting the data. The first stage was the quantitative data. In this stage, the obtained

information was classified into a few sub-topics so that it may streamline the information shown. Be that as it may, the researchers took note of the item's conveyance and explored the participants' answers within the questionnaire.

In the qualitative stage, the researcher ought to make transcription from the interview's sound recorded before analyzing the information. After having the transcription, the researcher read the translation a few times so that the researchers might interpret the thoughts proposed by the interviewees. Then, the researcher did information diminishment by summarizing the thoughts, drawing significant thoughts, and mapping the thoughts. Then the data were presented as descriptive analysis to see the SRL used by students and the benefits of SRL itself for students in enhancing their English.

Within the survey disseminated, there were 30 questions with respect to learner independence which had to be replied honestly by the respondents. The 30 questions were given reply choices within the frame of a Likert-scale with a scale of never, at times, some of the time, frequently, and continuously. This serves to burrow in profundity almost the idea of respondents to the learner independence they have. In expansion, the questions moreover educating respondents to select the reply that best suited what happened to them.

Table 1

Likert Scale Statistics Data

Likert-Scale Description	Likert Scale	Likert Scale Data
Strongly Disagree	1	1.00 - 1.80
Disagree	2	1.81 – 2.60
Neutral	3	2.61 – 3.40
Agree	4	3.41 – 4.20
Strongly Agree	5	4.21 – 5.00

For the primary analysis, we calculated descriptive statistics (means, standar deviation, and frequencies) for the SPCILS aggregate database. The means were interpreted as follows: Strongly disagree in the point range of 1.00 - 1.80, Disagree 1.81 – 2.60, Neutral 2.61 – 3.40, Agree 3.41 – 4.20, and Strongly agree 4.21 – 5.00 (Pimentel, 2010)

Table 2

Mean Analysis Data

Range Mean	Description
1.00-2.00	Very Low Awareness
2.10-3.00	Low Awareness
2.10-3.00	Moderate Awareness
3.10-4.00	High Awareness
4.10-5.00	Very High Awareness

RESULTS AND DISCUSSION

The researcher answered the first question, the types of SRL components do they claim to possess about self-regulated learning strategies in junior high school students use to achieve reading comprehension in reading class, we can conclude that it shows dominant results on the metacognitive self-regulated learning strategy. The researchers calculated the questionnaire results using SPSS to analyze the descriptive statistics using mean.

Table 3

Descriptive Statistics of Self Regulated Learning Strategies

SRL Strategies	N	Minimum	Maximum	Mean	Std. Deviation
Metacognitive	32	26	49	41.78	4.85
Elaboration	32	13	30	21.9	3.5
Time and Study Environment	32	9	23	17.56	3.18
Effort Regulation	32	9	18	13.09	2.1
Help-Seeking	32	7	14	10.25	1.6

The descriptive statistics in Table 3 showed that this study's total respondent (N) is 32 students and consisted of the value from five strategies in self-regulated learning. On the other hand, the researchers calculated the average scores of each category to find out the dominant and less dominant strategies used by EFL undergraduate students. The researchers calculated the Mean scores and Standard Deviation for each category based on the questionnaire (MSLQ) results, which can be presented below

Chart 1

The Average Score of Self Regulated Learning Strategies
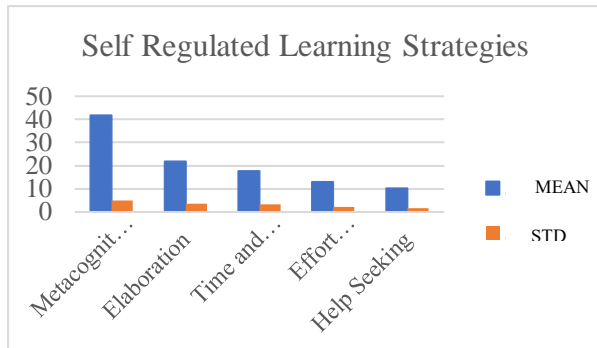
According to the result above, the average score of SRL strategies indicates the dominant and less dominant strategies used by junior high school students (SMPN 6 Surabaya). The researchers analyzed the dominant strategies and less dominant strategies by looking at the average scores from highest to the lowest of the sub-categories, including metacognitive self-regulation (M= 41.78, SD= 4.85), elaboration (M= 21.9, SD= 3.5), time and study environment (M= 17.56, SD= 3.18), effort regulation (M= 13.09, SD= 2.1), and help seeking (M= 10.25, SD= 1.6). To sum up, the dominant strategy junior high school students use in reading comprehension class in SMPN 6 Surabaya is metacognitive self regulation while the less dominant strategy is help seeking.

4.1.2. Their Level of Awareness of SRL Components

The researchers answered the second question about the students` awareness of self-regulated learning strategies in the reading class in SMPN 6 Surabaya. Based on the graphic data in the Finding section, which can be concluded below

Table 4

Student`s Awareness Level of Self Regulated Learning

No.	SRL Strategies	Sequence Data	Awareness
1.	Metacognitive Self Regulation	Unreversed	High Awareness
		Reversed	Moderate Awareness
2.	Elaboration	Unreversed	High Awareness
3.	Time and Study Environment	Unreversed	High Awareness
		Reversed	High Awareness
4.	Effort Regulation	Unreversed	High Awareness
		Reversed	High Awareness
5.	Help Seeking	Unreversed	Very High Awareness
		Reversed	Moderate Awareness

From the table 4, we can conclude that the majority of the five SRL strategies have high awareness of SRL, although there are still metacognitive self regulation strategies and help seeking that have negative reversed data which have moderate awareness on average. Then, in the help seeking section the positive reversed data shows very high awareness results. So, EFL learners of SMPN 6 Surabaya are high aware of the existence of SRL.

Students can apply each of the 5 types of SRL learning strategies. It is only 5 selected students have their most dominant learning strategies which will be reported through interviews with several essay questions. I divided the questions into 2 types, there are general questions and spesific questions to differentiate certain questions. General questions are broad questions that are used to find out students' background and ways of applying SRL in their learning life. While specific questions are certain questions that are used to find out how students use SRL in learning according to their dominant SRL strategy.

Then, the third question was about the students' implementation in the SRL reading class in SMPN 6 Surabaya as reported. It is to explain the benefits that the students get from the SRL manifest.

Table 5

The Students' Implementation of Self Regulated Learning in Reading Class

Name	Self-Regulated Learning Implementation	Self Regulated Learning benefits
Enzi	*"by setting goals or objectives to be achieved and using concept maps, digital technology, and choosing a comfortable study place as a learning strategy, then doing self-reflection as a*	*"Increase motivation, independence, time management skills, understanding, and skills"*

	preparation for planning the next learning strategy"	
Devand	*"By searching for practice questions on Google and so on. View and listen to explanations on YouTube"*	*"The benefits of implementing SRL are that reading comprehension of texts will increase, the more often you practice reading comprehension, the easier it will be to understand quickly, and your reading ability will also improve."*
Azalia	*"She pay attention to the lessons given, then participate when there are practice questions that enable me to answer the questions"*	*"She was able to develop the learning process, especially reading comprehension skills, to be much more effective than before. This can be demonstrated by scanning techniques which make it easier to find important points/words or not read the entire text."*
Azaria	*"By diligently practicing practice questions, listening carefully to the teacher's explanations and if there is something you don't understand, you can ask questions and look for reviews on the material you want via Google"*	*"The benefits that can be obtained from implementing SRL are that the reading comprehension obtained is more satisfactory, and you can prepare yourself for the reading comprehension test more maturely than before with maximum results."*
Asad	*"By setting your own study schedule"*	*"Improved reading comprehension in English and more quickly working on reading questions"*

Based on the table 5, we can conclude that 5 selected students have learning goals, actively participate in learning activities, actively seek out various learning resources, and do self-reflection independently. So that those who have a dominant SRL strategy can utilize their abilities to learn and get satisfactory results. As previously mentioned, the objectives of this research is to find out the type of SRL component that is most dominantly possessed by EFL learners at SMPN 6 Surabaya, describe whether EFL learners at SMPN 6 Surabaya have SRL awareness to improve their English skills in Reading class and explain the benefits that students get from SRL manifest. The results of this study show that the dominant strategy result is the metacognitive self-regulated learning strategy in 8th-grade students in the reading class of SMP Negeri 6 Surabaya with an average score of 41.78, while the less dominant strategy is help seeking with a mean score of 10.25. This is in accordance with the theory (Zimmerman, 1989, p.329) that " self-regulated learning refers to learning that occurs when individuals are actively engaged in their learning process at a metacognitive, motivational level force and behavior".

This confirms Zimmerman and Moylan's (2009) hypothetical arguments that "metacognitive refers to knowledge, awareness, and adjustment of one's thinking, whereas metacognitive is not only about skills but also the motivation to explain or influence a person's will and desire to put effort into learning." Furthermore, students' efforts to implement self-regulated learning are associated with motivational beliefs and feelings about learning, and these motivational beliefs influence students' metacognitive learning efforts. Because metacognitive is a component of self-regulated learning, if students have ever learned metacognitively, they have already implemented self-regulated learning. Therefore, we can conclude that motivation plays a key role in students' efforts to self-regulate more effectively.

Based on the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich et al. (1991), there are three general forms that make up metacognitive self-regulatory practice: planning, checking, and directing. This is related to class 8I students who set goals or plans for the future by having motivation papers/dreams and favorite high school goals that they want. The teachers also make it a habit to check/monitor absences to see if anyone is absent. If a student is absent, the reason for his or her absence will be asked. Learning takes place actively with many

activities that require students' active discussion skills, especially in reading class, asking questions and giving opinions. Classes that have an active situation make the class atmosphere lively.

Regarding the students` awareness of self-regulated learning strategies in the reading class in SMPN 6 Surabaya, we can conclude that the majority of the five SRL strategies have a high awareness of SRL, although there are still metacognitive self regulation strategies and help-seeking that have negative reversed data which have moderate awareness on average. Then, in the help-seeking section, the positive reversed data shows very high awareness results. Self-awareness is very necessary in Self-Regulated Learning activities. This is support to the previous study reported by Lockee (2008) "using self-regulation in learning is known as a complex process that includes awareness and application of learning strategies, global awareness, and self-awareness". Self-awareness is reflected in how students manage the learning process: how they set goals, manage time, learn strategies, assess themselves, attribute themselves, motivate themselves, and spontaneously seek help and information to achieve their goals (Zimmerman, 2002). This shows that the majority of 8th-grade students in the reading class at SMP Negeri 6 Surabaya already have a fairly good awareness of self-regulated learning. The results of the level of awareness implied that high and medium-achieving students tend to organize their learning.

Self-regulated learning helps students to master. In this research, what was studied was reading comprehension skills. This is reflected in the increase in the number of students such as: They are better able to remember difficult words, review, and summarize important points. This was also reported by Nggawu et al.(2019) who found that students with high self-regulation also achieved high learning outcomes. They become more appreciative of the tasks given to them, so they are able to carry out these tasks optimally.

When applying self-regulation in reading comprehension, students must set goals, organize and monitor their reading comprehension performance, and evaluate progress (Tasnimi & Maftoon, 2014). It simplifies self-regulation strategies proposed by Zimmerman (1989), self-assessment, organization and transformation, goal setting and planning, information seeking, information retention, record keeping and monitoring, structure environmental structure, self-recognition of consequences, repetition and memory, seeking social support, and reviewing records. This can

be proven by the students interviewed having long-term plans and goals in learning to read, repeating practice questions, actively participating in learning activities, actively looking for various learning resources, and carrying out self-reflection independently, as well as monitoring results.

To help students self-regulate their reading comprehension, teachers should implement interactive methods/activities (Maftoon & Tasnimi, 2014). However, the results of self-regulation of reading comprehension cannot be obtained directly (Mohammadi et al., 2020). This means that it has an indirect impact on students' success in reading and understanding text. Self-Regulated Learning helps students become more independent in learning activities. Voskamp et al. (2020) also prove that the sample of their research began to reduce their dependence on teachers after the implementation of SRL. This happens because all the activities integrated in SRL stimulate students to feel that they are the owners of their learning and they have responsibility for their learning.

Meanwhile, the discussions of the first research problem in this study contradict previous research by Zahra (2020), which discussed independent learning strategies used by Indonesian EFL high school students and tested their correlation with the number of students' vocabulary. This research found that the strategies most frequently used in the adolescent learning process were time and learning environment, with higher scores (M= 18.38, SD= 2.29). Apart from that, the subjects of this research were junior school students, not high school students, according to Zahra (2020). Thus, the researcher concluded that the difference in the results of Zahra's (2020) research and this research may have occurred because the research subjects, high school and junior school students, were different. The diversity may also stem from the language skills the researchers investigated.

Furthermore, the discussions of the second research problem in this study do not correlate with previous research conducted by Baissane (2023). This matter revealed that there is a positive and significant relationship between self-regulated learning strategies and the academic achievement of high school students, including metacognitive (r = 0.072), learning time and environment (r = 0.096), peer learning (r = 0.035), help-seeking (r = 0.067) and effort regulation (r = 0.076). Results imply that high and moderate-achieving students tend to organize their learning process effectively. Meanwhile, the results of this study are in

line with previous research conducted by Rachmawaty and Ariani (2019), who conducted research on learning strategies and anxiety in EFL students. Researchers also argue that learning strategy is not the strongest predictor of student achievement, especially when learning reading comprehension. Because of that, Researchers in this study argue that learning strategies used in learning reading comprehension make a small contribution to help the students receive better grades.

CONCLUSION

After analyzing the data, the researchers draw a conclusion related to the research problems. The finding of the first research question indicates that junior high school students use self-regulated learning strategies to achieve reading comprehension, including metacognitive self-regulation, elaboration, time and study environment, effort-regulation, and help-seeking. Metacognitive strategy was the most used in reading comprehension by EFL junior high school students. In contrast, the least used techniques used by EFL junior high school students were help seeking. Self-Regulated Learning reduces the number of students their dependence on the instructor, setting the methodology to work optimally, and getting it yourself is much better by recognizing its qualities and shortcomings. Apart from that, the implementation of Self-Regulated Learning cannot stand alone with the educators section. Educators can be facilitators who can provide strong environment, building communication and meetings with students. The researcher concluded that the higher the awareness of Self Regulated Learning that students have, the higher the self-regulation of learning strategies they use, and the higher the implementation of SRL learning carried out by students, the higher the student achievement results.

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