



## Research Article

# Self-Regulated Learners in Voluntary Reading: The effects and Implications on EFL Reading Classes

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### Abstract

This study was an attempt to investigate how self-regulated learning through voluntary reading (VR) was implemented and affected on EFL students' reading comprehension. Self-regulation strategy is usually done in class but the researcher transformed into self-checking voluntary reading card based on self-regulated learning (SRL). The researcher applied quasi-experimental with pre-test post-test control group design to see the effectiveness of SRL in voluntary reading. The research was applied to 93 Indonesian EFL learners of a private university in East Java, Indonesia. They were chosen based on their performance on preliminary research treated as experimental and control group. The experimental group got treatment of VR activity with SRL strategies and the control group got direct teaching. The data were analyzed using t-test and the result showed that self-regulation through voluntary reading has a significant effect on students' reading comprehension. The average score of students with high SRL in experimental group is 83.96 with standard deviation 10.723, while students with low SRL got average score 79.22 with standard deviation 7.92. In control group, the average score of students with high SRL is 76.00 with standard deviation 8.483 and those who with low SRL got average score 65.83 with standard deviation 7.13. This study implicitly reminds EFL teachers to pay more attention to increase students' self-regulation and to overcome the problems of independence, interest, habit in reading, and reading comprehension.

### Keywords:

Self-regulated learners, voluntary reading, EFL reading classes

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## Introduction

One of the important objectives of education is to promote students' capability in learning how to learn and to achieve the goal of learning. Thus, language teachers are required to teach students the needed knowledge, skills, and strategies. At the same time EFL learners should realize that knowledge and skills they study would help them become skillful learners. Learning to learn is defined as the capability to strive and endure in learning to adjust learner's learning process over time and effectively managing the time and information (Nejabati, 2015).

The process of learning to learn is how the students plan, execute, and finally evaluate their own study or self-regulated learning which refers to the process of student activeness to deliberate planning and monitoring the cognitive and affective processes involved in the successful completion of academic tasks. The learning activity requires the students to take an active role in obtaining maximum learning outcomes (Parsons, 2008). That is why, students need an independent way of learning that will improve their abilities, ranging from simple levels (asking themselves and answering them) to planning and self-assessment of learning outcomes (Maftoon & Tasnimi, 2014).

In Indonesia, it has been commonly experienced by many students that the mastery of English skills is poor among them as EFL learners especially reading comprehension. They are often displeased when they read an English text and often got low achievement in this subject. These phenomena might be caused by the fact that they always get direct teaching in class and they do not have their own activity outside the class, so teachers are often frustrated thinking about this fact. This problem could be due to the lack of self-regulated learning (SRL) strategies employed by learners, particularly among undergraduate students. It is assumed that the suitable use of SRL strategies help students to become more self-regulated in their learning. Unfortunately, many students are adjusting inefficient, ineffective strategies and this led to a poor or failure in learning. Consequently, promoting students' reading habit and interest through voluntary reading and applying self-regulated learning strategies is crucial to make them independent learners or readers.

### ***Self-regulated Learning (SRL)***

SRL is an active and constructive process because the student determines his learning objectives, regulates how to do the plan, by arranging concentration, spirit, and behavior to achieve the goals he has set (Pintrich, Wolters, & Baxter, 2000). Good learners take active responsibility for their own learning and use a range of strategies which enable them to plan, monitor, manage, and reflect on the process of learning a second/foreign language, those kind students use self-regulated strategies that are intrinsically self-motivated and prove to be autonomous learners (Zimmerman, 2008). These types of learners are meta-cognitively, motivationally

and behaviorally active participants in their own learning process (Zimmerman, 1997). Such learners successfully make use of cognitive and meta-cognitive strategies and they are always engaged in SRL as well, knowing what to do, how to do, and when to do.

The basic definition of SRL process was described as a series of actions involving the following three processes: observation or self-observation, self-assessment, and self-reactions (Bandura, 1999). Humans always want to control events in their lives, and realize that he is the subject of the perpetrator. In Self-regulated Learning the student determines the behavior to be arranged, establishes the stimuli for other behaviors, evaluates the implementation of what he has set has been achieved or not, and gives reinforcement to what will be achieved and that he has achieved.

SRL employs and preserves cognitive and affective behaviors as well as external factors to achieve the learning goals. The SRL stages include three general phases: plan, implementation, and evaluation phases. The three phases are the same process with SRL. The planning phase will affect a person's performance in a phase control process of performance or implementation phase, which in turn will affect the phase of self-reaction.

Zimmerman (2008) developed an SRL model that describes the reciprocity cycle of three phases of interacting action between personal factors, behavior, and the environment. Various models have been proposed for self-regulated learning. Two mostly referred are the Pintrich et al., and Zimmerman model (Pintrich et al., 2000; Zimmerman, 2008). The latter describes self-regulated learning as an open and cyclical process on the part of the learner that occurs in three main phases: forethought, performance/volitional control, and self-reflection. Each phase is divided into subcategories. As seen in Figure 2 the forethought phase is the planning phase which precedes learning. This leads to planning which, in turn, combines with learners' motivational beliefs. The second phase is performance phase during which learners employ a variety of strategies which help them to maximize their academic performance. In addition, self-regulated learners observe different aspects of their performance. In the third phase, self-reflection, judgments are made about one's actions. As mentioned earlier, these phases are considered cyclical. The forethought phase prepares the student for learning and influences the performance phase. This in turn affects the processes of the self-reflection phase which interact with the next forethought phase. Each phase can facilitate or hinder the subsequent phase of the cycle (Zimmerman, 1997).

At the planning stage of "forethought Phase" students analyze the task of learning by setting goals and planning strategies, then believe by motivating themselves by believing in their own capacity, hoping that learning must have result, believe in and interested in the task, also has orientation aim. Students analyze the task, set goals, and identify which strategies are needed. It may be beneficial for

teachers to discuss the assessment criteria with the students before starting the activity. Students can then use these criteria to set more realistic goals for the activity and to evaluate their own work both during the process and afterwards. If the students do not have access to the criteria until after they have performed the task, they are likely to discover some aspects of their performance that they should have included from the beginning. For example, the students identify the reference or book they want to read and are interested in, and also determine what to study and create a plan when and where they will read the referent. In self-efficacy the student believes in his or her own ability that he is able to learn and accomplish the task given to him also organizes and spends time for learning and other activities.

Then in the stage of implementation of "performance phase" students are able to control themselves by determining problem solving strategies, doing self-study, organizing study time, building self-learning situations, seeking help when getting difficulty in learning, determining awards or consequences for yourself, doing self-observation by recording what has been learned. As the student does the task, he identifies whether he is progressing learning by mastering the material and making progress toward achieving his own set of goals. In a self-experimentation, the student identifies that he or she understands the material given and if not then he will change the way he learns to better master or understand the material by way of re-reading, marking material that he does not master or underlining sentences he deems important to remember or discuss with others.

Furthermore, in self-reflection phase or self-evaluation, the self-reflection phase of the students is able to decide for themselves, self-evaluate, determine causation, self-react, and adapt or defend themselves or their knowledge. Learners assess their learning performance to improve motivation and behavior when they feel there is a lack of weakness in learning, for example in the use of study time, during the self-reflection phase, the students' main focus is on evaluating their own work they make inferences about the causes for success or failure (Omrod, 2006; Zimmerman, 1997).

Last but not least, students have the SRL when they 1) determine the objectives and standard of learning, 2) plan the subjects or courses to be completed, 3) control and monitor the cognitive processes and course skills, 4) monitor and control the motivation and emotions own brand, 5) seek help and support when they need, 6) evaluate the final outcome of his own efforts, 7) carry out the consequences of his own performance (Omrod, 2006).

### ***Voluntary Reading (VR)***

The researchers applied VR while developing students' learning regulation to overcome the problem of independence, interest, habit in reading, and reading comprehension. VR involves students in reading English text. This is a strategy to motivate students to do silent reading, choosing their own book according to their level of independence (Krashen, 2004, 2016).

In Voluntary reading, the students have an opportunity to self-select texts and read silently on their own, often with little or no feedback provided, and they are highly motivated to do silent reading, choosing their own book according to their level of independence (Krashen, 2004; White & Kim, 2008; Worthy, 1996).

The steps of VR are adopted from the stages recommended by Harrel and Jordan (2008) as follows: a) identifying students' reading independence, b) explaining the program to students, c) discussing books in groups, d) increase motivation over time and e) assess progress of students. The activities undertaken at each stage in VR are as follows: 1) Identify the reading levels of the students, at this stage the researcher identifies the independence of the students reading level and chooses a number of books or texts according to their level, 2) Explain the program to the students, the researchers explain to students that this VR is to improve their Reading Comprehension and they are expected to read the book in their spare time and 3) discuss the books in groups, the researchers plan informal discussions so that students can share stories about books or texts they have read, 4) give motivation every time (5) assess students' progress, researchers observe and record students' progress when they have completed reading a book or story and show that they have a progress in reading (Harrel & Jordan, 2008).

Referring to the background, this study aims to explore the implementation of self-regulated learning in voluntary reading and its effect on EFL students' reading. In particular, this study addresses the following research questions:

- How is self-regulated learning implemented in voluntary reading?
- Does self-regulated learning in VR influence EFL students' reading comprehension?

## Method

### Research Design

In this study, two classes were given a pretest to find out the initial abilities of students and were given a SRL questionnaire to see high and low level of students' SRL, after the learning process with the application of self-regulated learning through VR, students were given a post-test to assess reading comprehension. Cluster Sampling was applied because the samples were taken from available classes which were used as experimental groups and control groups. Besides, this study employed a quasi-experiment type of design by non-randomly determining group samples with initial tests and final tests with control group "non-randomized pretest-posttest control group design (Setyosari, 2016).

### Participants

The number of research subjects involved in the study was 93 students. They were English language education students of a private university in East Java, Indonesia

who took the extensive reading course. Based on the study design, two groups were established: There were 48 students in the experimental group receiving VR with SRL strategies and 45 students in the control group were treated using direct teaching.

**Instruments**

**The Questionnaire of Self-regulated Learning**

The researcher developed a questionnaire to determine low or high level of self-regulated learning of the students based on Zimmerman’s SRL phases covering three phases: a) forethought phase, b) performance phase, and c) evaluation phase (Zimmerman, 2008) as illustrated in Table 1.

**Table 1.**

*Phases and Sub-process of Self-regulation (Zimmerman, 2008)*

<b>Forethought phase</b>	<b>Performance Phase</b>	<b>Self-reflection phase</b>
Task analysis	Self-control	Self-judgment
Goal Setting	Task strategies, Self-instruction	Self-evaluation
Strategy planning	imagery, time management,	Causal attribution
Self-motivation, self-beliefs	environmental structuring,	Self-reaction
Self-efficacy	help-seeking, self-incentive,	Self-satisfaction/affects
Outcome expectations	self-consequences, self-observation	Adaptive/defensive
Task interest/value	Metacognitive monitoring &	
Goal orientation	self-recording	

The researcher developed a questionnaire based on the SRL phases recommended by Zimmerman (2008) in which the a) forethought phase covers 8 statements, b) performance phase covers 7 statements, and c) Self Reflection phase covers 5 statements. This questionnaire was designed to identify students’ SRL in which they may self-checking their own learning regulation by giving check (√) in yes which scores one (1) or no which score zero (0). The total score of the questionnaire shows whether they have low or high SRL.

**Table 2.**

*Statements of Self-regulated Learning Adapted from Zimmerman (2008)*

<b>No</b>	<b>Statements of SRL</b>	
1.	I determine texts to complete and recheck for correction	Forethought phase
2	I set learning goals and achievement targets in learning	
3.	I arrange time to read at home or at school and determine time limit for task completion	
4.	I try to be consistent to reach the learning target in reading	

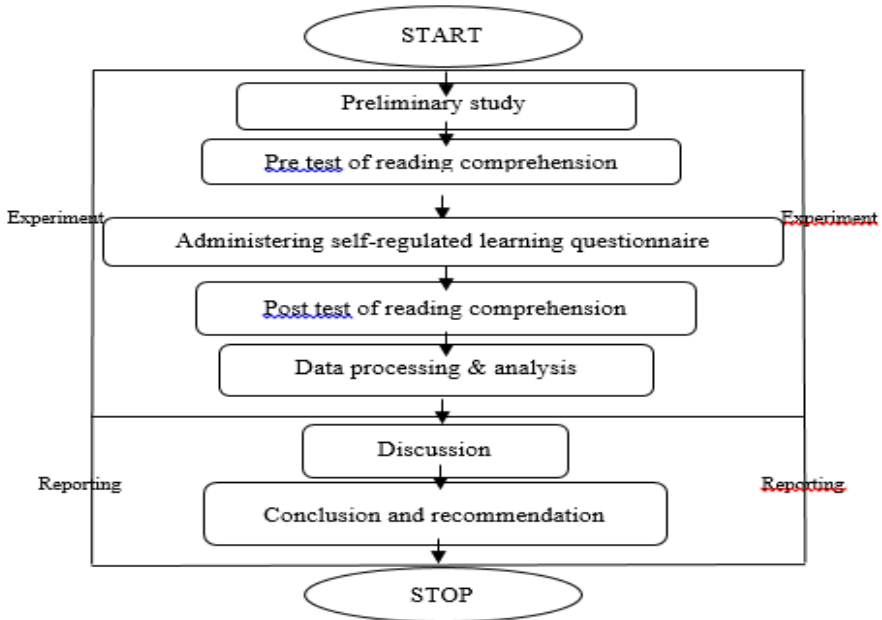
5.	I am confident to get good results in my subject and it has good benefit	Performance phase
6.	I hope to get benefit from my study and expect good future or career	
7.	I am consistent to reach the subject that I am interested in	
8.	I made a list of activities that I had to do in my learning	
9.	I am not easily disturbed and affected, I also ignore disturbances in my learning	
10	I set the stages of learning and change or adjust the way study if it is not effective	
11.	I used to read regularly and I used my time to learn mor from other activities	
12.	I ask friends, internet and libraries as learning resources for some difficulties	
13.	I try to change my learning methods and be more active when it is not successful	
14	I monitor what I have learned and will learn	
15.	I always do note taking on important things / information	Self-reflection
16	I identify errors or problems when I don't get good results	
17	I made an assessment of my own learning outcomes	
18	I have to study harder because of my lacks	
19	I use any result as feedback to improve my learning process	
20	I determine what I need to improve and what I must maintain in learning	

### Reading Comprehension Test

30 items of objective reading comprehension test were used to assess the students' comprehension in the form multiple choice with 4 answer choices, and each correct answer valued one score (1) and each incorrect number valued zero (0) score. Pre-test and post-test were developed based on syllabus and description of reading courses where the goal of the course was to provide students skills to understand narrative and descriptive reading literally, focusing on understanding "topic, main idea, topic sentence, concluding paragraph, implicit and explicit meanings", and to train students to have full understanding, restating and making inferences".

## Research Procedure

**Pre-treatment:** all research subjects was firstly given a pre-test for Reading comprehension, researchers also identify self-regulated learning of students by providing a questionnaire that aims to differentiate subjects into subjects with high SRL and low SRL, and also to see the homogeneity of the participants related to the level of language proficiency, and then post-test was done to identify the effect of VR with SRL treatment on EFL students' reading comprehension.



**Figure 2.**

*Procedure of Research*

### **Treatment of Voluntary Reading with SRL (VR+SRL):**

The experimental group received VR along with the task to complete the voluntary reading card related to identify their SRL in reading. To implement the treatment, firstly the researcher do orientation to the topic of the reading text and also introduce the activity related with the self-identifying of their self-regulation on reading.

The researchers adapted the implementation of voluntary reading steps from Harrell and Jordan (2008) as follows: a) firstly the researchers identify the reading ability of the students; at this stage we identify the independence of the students reading level and choose a number of books or texts according to their level, 2) Explain the program to the students that they are expected to read books in their spare time, and 3) manage group discussion so that students can share stories from



books or texts they have read; 4) give motivation every time, and 5) assess students' progress. The researcher assess students' progress when they have completed reading a text, book or story reading.

The following is the title of texts and story that students chose, the texts were taken from the material book provided by the lecturer for extensive reading courses, and no. 6 to 7 are chosen by the students from online short novels.

**Table 3.**

*Texts and Stories Students Chose for Voluntary Reading*

No	Title	Sources
1	Ecotourism, Another Way to See the World	Engelhardt, D., 2013. Practice makes perfect, Advanced English Reading Comprehension, MC. Graw Hill Education
2	Near-Death Experience Fact or Fantasy	Engelhardt, D. , 2013. Practice makes perfect, Advanced English Reading Comprehension, MC. Graw Hill Education
3	Genetically Modified Organism Breadbasket or Pandora Box	Irvine, 2002. High Interest, Reading Comprehension, Skills and Strategies, Saddlebac Educational Publication
4	Men and Women, Long Live the Difference	Irvine, 2002. High Interest, Reading Comprehension, Skills and Strategies, Saddlebac Educational Publication
5	The Human Genome Project	Engelhardt, D., 2013. Practice makes perfect, Advanced English Reading Comprehension, MC. Graw Hill Education
6	A Reason to Live	Ana, 2009. <a href="https://www.bookrix-com/-silentaffection">https://www.bookrix-com/-silentaffection</a> .
7	Urban Legend	Gothgirl, 2011. <a href="https://www.bookrix-com/-gothgirls145">https://www.bookrix-com/-gothgirls145</a>

**Treatment of Self-regulated Learning through Voluntary Reading**

While providing students with Voluntary reading, the researchers also treated students with SRL strategies as Slavin (1997) recommended that teachers are not free from teaching because they have duties in each phase of SRL.

**Table 4.***Teachers' Responsibility at Every Stage of Self-regulated Learning (Slavin, 1997)*

Planning/forethought	During learning/performing	Evaluating/Self Reflection
Support students' monitoring •Support students' efforts to identify clear criteria for assessing their own performance •Help students to make judgments of their own performance Encourage students to reflect on their own learning	Explicitly support students use of effective learning strategies •Talk through the process of task completion with students •Teach students effective learning strategies •Involve students in discussion about the strategies they use	Support students' monitoring •Support students' efforts to identify clear criteria for assessing their own performance •Help students to make judgments of their own performance •Encourage students to reflect on their own learning

The teachers' responsibilities above are transformed into card that accompanies EFL students to do voluntary reading and check their self-regulation as in the figure1. The questions number 1, 2, and 3 represent activities in planning to support students to analyze task, while questions number 4, 5, and 6 represent teachers' duty in during activity phase that to support students monitoring their learning. And questions number 6, 7, and 8 represent what the teacher should do in evaluating students' learning. The following is the Voluntary reading card:

1. What's the title of the text or story you got? Book title: \_\_\_\_\_
2. What does the text or story tell you? \_\_\_\_\_
3. Did you finish reading the text or story?
  - a. yes
  - b. No. I stopped on paragraph/ page \_\_\_\_\_
4. How many times did you read the text or story?
  - a. didn't finish
  - b. 1 time
  - c. 2 times
  - d. 3 times or more
5. What did you do to better understand the text or the story?
  - a. I reread part of the text or story
  - b. I made prediction about the text or story
  - c. I made outline of the text or story
  - d. I highlighted the text or story
  - e. I summarized parts of the text or story
6. What did you do when you face difficulties to understand the text or story?
  - a. I used library resources
  - b. I used internet resources
  - c. I asked from peers
  - d. I asked from teachers
7. How much did you understand the text or story?
  - a. 100%
  - b. 50 – 100%
  - c. less than 50%
8. What text or story do you want to read when you finish this one? \_\_\_\_\_

**Figure 1.***Voluntary Reading Card based on SRL*

## Results

### The Implementation of VR with SRL

The voluntary reading model was adapted based on the guidelines of Harrel and Jordan (2008) and Kim and White (2008). Before starting the treatment, the researchers identified the reading levels of the students through the pretest. At this stage the researchers examined the independence of the students' reading level and chose a number of books or texts according to their level, explain the program to the students that they are expected to read the book in their spare time, plan informal discussions, motivate every time, and finally assess students. The researcher trained the students on the strategies "planning, performing and evaluating" to be used in their study. Then, the treatment was given after a pre-test was conducted once on students' reading comprehension for a single group of 48 students of experimental group. On the first day, the researchers explained the objectives and demonstrated the voluntary reading. The researchers first introduced their task in form of voluntary reading card in accordance with self-regulated learning strategies to support students to analyze appropriate goals in reading, to involve students in discussion, and to help students to self-monitoring through voluntary reading card.

When this card was used for material number 6, a short story "A Reason to Live". The questions of number 1, 2, and 3 in the card helped students in pre-reading to understand the story to guess the content of the story through the title, to guess what the story told them. This card also supported the students to analyze tasks and set appropriate goals, discuss the important task as a first step in learning, lay out task requirements clearly and discuss criteria for task completion, confirm students' understanding of task, and emphasize learning objectives.

The questions are prompts to motivate students to read voluntarily, and activate their imagination related with their lives by telling what actually their reason to live in this world and guessing through the picture of the story cover. They continued to read more detail by identifying the characters of the story to see who are in story "the main, minor, protagonist, and antagonist character", when they could identify the characters "Ana, Guji, Mom, Teacher". The students shared their finding with the help of the card in small group discussion about characters and how they behave in the story. When they meet their friends in class, before the lesson began, the researchers gave them 15 minutes to discuss in small group of 4 or 5 students before.

Questions number 3, 4, and 5 represent teacher to explicitly support students' use of effective learning strategies that helped students to activate in during reading activity to think aloud, to encourage reading silently, and to do discussion with friends. The questions led students to understand the important components of story such as the characterization of Ana and how Ana behaves. They are invited to find out that Ana is a shy girl because she is from poor family, she finds their friends happy and enjoy the art class because of the way their paint brushes across the canvas

run smoothly. But what she can do is just knitting and she does not want other persons know though her teachers and friends like her own creation “sweaters”. This card also invites students to understand that actually Ana is a good knitter and enjoy knitting though no one knows, and he also proud because her teachers and friends appreciate the sweaters she makes.

Questions number 6, 7, and 8 denote the teachers’ duties to support students to help students to make judgments of their own performance in post reading. This card led students to do students’ monitoring, to identify clear criteria for assessing their own performance, helps students to make judgments of their own performance, and encourage students to reflect on their own learning. Students then write their own summary to share in group before the class begins. This activity concludes the activity of scaffolding voluntary reading with “A reason to live”.

### The Condition of Students’ Learning Regulation

The results of the questionnaire show that 48 students in the experimental group: 27 students have high SRL and 21 having low SRL, and 45 students in the control group: 24 students with high SRL and 21 students with low SRL. The distribution of research subjects based on treatment groups and SRL is completely presented in Table 4.

**Table 5.**

*Distribution of Research Subjects Based on Treatment Groups*

	Voluntary reading With SRL Strategy	Voluntary reading without SRL strateg	Total
High SRL	27	24	51
Low SRL	21	21	42
Total	48	45	93

### *Pretest Score of Reading Comprehension*

For pretest reading comprehension in the experimental group, the average Reading comprehension value was 67.82 with standard deviation 9,036 whereas in the control group it had an average of 67.83 with a standard deviation of 10.115.

**Table 6.**

*Descriptive Statistics of Pre-test of Reading Comprehension*

	N	Mean	Std. Deviation
Experimental group (VF +SRL)	48	67.82	9.036
Control group (Direct teaching)	45	67.83	10.115

The average data distribution of pre test scores for reading comprehension is not very different. In reading comprehension, the average comprehension group score was not higher than the average control group score. The table shows that the subjects in the study have balanced abilities so that research can be done to apply Voluntary reading and SRL.

### Post-test Score of Reading Comprehension

The description of the post test results score reading comprehension showed that the average reading comprehension of students in the experimental class was higher than the control class and also higher than the pretest, where for the experimental group 83.96 and the control group was 76,00.

**Table 7.**

*Descriptive Statistics of Post-test of Reading Comprehension*

	SRL	Mean	Std. Deviation
Experimental group (VR + SRL)	High	83.96	10.723
	Low	79.22	7.92
Control group (Direct teaching)	High	76.00	8.483
	Low	65.83	7.13

Based on the picture it can be seen clearly that the posttest of reading comprehension score given by voluntary reading with SRL was higher than the voluntary reading group without SRL. The average score of students with high SRL in experimental group is 83,96 with standard deviation 10,723, while students with low SRL got average score 79,22 with standard deviation 7,92. In control group, the average score of students with high SRL is 76,00 with standard deviation 8,483 and those who with low SRL got average score 65,83 with standard deviation 7,13.

### Discussion and Conclusion

The uniqueness of this research is the voluntary reading activity (Krashen, 2016) that is accompanied by a card based on SRL strategy (Slavin, 1997; Zimmerman, 2008). The voluntary reading card, as transformation of self-regulated learning strategy, that is developed based on self-regulation strategy commonly done in class beginning from the forethought phases, performance phase, and self-reflection phase (Zimmerman, 2008). This card also represented the responsibility of teachers in performing self-regulation strategy that should be done in class from planning to support students to analyze task and set appropriate goals, during learning to support students use of effective learning strategies and evaluating to support students' monitoring (Slavin, 1997).

The questionnaire of this research was also developed based on the self-regulated learning by Zimmerman (2008). Statements 1 to 8 represent "forethought phase" that explore students to do task analysis, goal setting, self-motivation. Meanwhile

statements 9 to 15 represent “performance phase” that lead students to do self-control, self-instruction, time-management, help-seeking, self-recording. Finally, statements 16 to 20 represented “self-reflection” that students are supported to make self-judgment, self-evaluation, and self-satisfaction.

Furthermore, the voluntary reading activity with the voluntary reading card also assisted students to organize the actions of learning and to set learning outcomes or achievement in learning to be gained, even they can evaluate their achievements, and reward their own learning achievements (Ardith, 2006; Friedman & Schustack, 2006)

Torrano (2016) identified that self-regulated learning through voluntary reading had a significant effect on EFL learners’ reading comprehension and that is to say that voluntary reading that is design based on self-regulation reading task/activities really helps EFL students to have better understanding and help to be active and constructive because they are able determine their learning objectives, regulates how to do the plan, by arranging concentration, spirit, and behavior to achieve the goals he has set

The result is in line with the result of previous researchers; Perry (2006) found out that students have self-regulated learning when they a) pay attention to their own weaknesses and academic strength, b) believe that the ability to learn is very important, c) focus on personal progress and deep understanding, d) have trust self in learning, e) prioritize results or products in learning, f) use strategies in completing task challenges, g) are active in learning and h) are able to adjust to learning.

This is also consistent with previous researchers on self-regulation with finding that students who have self-regulation are more powerful in academic achievement not only in reading comprehension but also in other subjects: Conradie (2014) stated that self-directed learning, supported by the pedagogical approach of connectives and personal learning environments, is postulated to be a crucial skill set for the 21 century learner. Parsons (2008) claimed that Self-regulated could prepare students to pass high-stakes tests and that empower and motivates students to take charge of their learning and helped teachers plan instruction that improve students’ reading proficiency while also empowering and motivating students.

Mahadi and Subramaniam (2013) their research is on the role of meta-cognitive self-regulated learning strategies in enhancing performance among students by providing theoretical and empirical foundations drawn from literature on these aspects, specifically towards language achievement.

Wang et al. (2011) focused on visualization of domain knowledge structure and integrating the structure with curriculum design, learning resources, learning assessment, intellectual process, and social learning and the result was students demonstrated high user satisfaction and acceptance with the developed system and SRL functions. These findings lay the foundation for further exploration with the

system to determine its impact on reducing cognitive load and improving the learning process.

Tortop (2015) in his research entitled *A Comparison of Gifted and Non-gifted Students' Self-regulation Skills for Science Learning* found although it appeared that the studies related to the education of gifted students and self-regulation skills in literature are few but gifted students' self-regulation skills for science learning are higher than the non-gifted students

Corte (2016) the positive effects of the intervention on students' self-regulated learning and on academic performance is illustrated for two of the eight self-regulation skills, namely orienting (preparing one's learning process by examining the characteristics of a learning task) and self-judging (evaluating one's competences in view of an accurate appraisal of the efforts needed to approach and accomplish a learning task).

Albelbisi and Yusop (2019) stated that in promoting self-regulated learning environments requires the improvement of service quality, attitude, and course quality, more over to create self-regulated in MOOC environments.

The implementation of self-regulated learning through voluntary reading successfully enhanced EFL students to have better reading comprehension. The outcome of this study motivates teachers to teach more effectively to support students become self-regulated learners to overcome the problem of independence, interest, habit in reading, and reading comprehension. Language teachers may promote students' regulation through any activities in classroom as teaching strategies or self-checking card that accompany students accomplishing their assignments.

It is essential for EFL teachers to develop students' self-regulated learning; therefore, we suggest to apply it as a strategy in class or as self-checking in or outside reading classes. It is necessary to read texts voluntarily to develop their reading comprehension. Finally, future research may focus on more extended treatment period and different school levels. The research needs to develop various classroom treatment and media. Eventually, there should be commitment of English language teachers, students, and school leaders to make the reading activity more engaging and attractive to students so that students become more responsible, independent, and autonomous readers to become better highly literate people.

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