



Exploring Efl Students' Experiences of Self-Regulated Learning Strategy in Extensive Reading

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ABSTRACT

The decline in student literacy rates in Indonesia has prompted the adoption of extensive reading strategies with self-regulated learning (SRL) strategies to increase interest and independent reading skills. This case study aims to explore students' experiences using SRL strategies during extensive reading activities. Five high school students volunteered as participants, and data were collected through weekly journals and reading logs documenting the SRL phases (forethought, implementation, and self-reflection), as well as semi-structured interviews after the activity. The study findings indicate that SRL strategies help students choose appropriate learning strategies, improve time management skills, and facilitate the achievement of reading goals. Overall, participants reported positive benefits from using SRL, including improved English language skills and more effective learning management. The study's conclusions confirm that the application of SRL has proven relevant and beneficial in the context of extensive reading, providing practical implications that SRL-based literacy education can support increased interest and independent reading skills among high school students.

1. Introduction

In Indonesia, the implementation of extensive reading faces major challenges. Based on the report of the Ministry of Education and Culture, Research and Technology 2023, the level of reading interest and literacy skills at the senior high school level decreased in the National Assessment, namely from 53.85% in 2021 to 49.26% in 2022. Furthermore, the literacy skills of the Indonesian people are still relatively low because they are ranked 68th out of 81 countries based on the results of the PISA 2022 research (Language Agency of the Ministry of Education and Culture, 2023). If look the results of the National Assessment and PISA in 2022, the literacy skills of students in Indonesia are below the minimum competency.

The low level of student literacy can certainly be overcome with strategies involving students in the reading activity. One effective strategy is to carry out extensive reading activities. This approach gives students the freedom to choose reading materials by their reading interests, thereby increasing motivation and involvement in reading activities. According to Bamford and Day (2004), extensive reading is an approach to language teaching in which students read generally and comprehensively for information and entertainment. Extensive reading is essential to practice because extensive reading not only improves reading skills but also improves students' vocabulary and reading comprehension and can build positive attitudes towards reading that can encourage effective language learning.

Several studies in Indonesia have shown that extensive reading has benefits for students. A research conducted by Putra et al. (2019) on EFL senior high school students who participated in an extensive reading program showed their increasing ability to understand English text. Another study by Wijaya (2021) also showed the benefits of extensive reading which fosters reading motivation to improve language skills. Furthermore, Mardiyana et al. (2021) research showed that extensive reading improves grammar comprehension, reading speed, and reading interest of English language education students. Hidayati et al. (2022) found that the extensive reading approach is effective in improving language skills, vocabulary, and attitudes toward reading. Another study conducted by Prayuda et al. (2023) found that extensive reading consistently improves students' reading motivation and reading skills. Almost the same as other studies, research conducted by Kayla et al. (2024) highlighted the important role of extensive reading in strengthening vocabulary and requiring emphasis on the application of extensive reading practices.

The success of extensive reading (ER) is greatly influenced by individual effort. Therefore, the implementation of self-regulated learning (SRL) by each student is very important in ER activities. SRL allows students to plan, monitor, and evaluate their learning process independently, thereby increasing the effectiveness of learning. Several studies in the last five years have discussed the topic of SRL in the context of ER. A study conducted by Mohammadi et al. (2020) which examined SRL and SRL components on reading comprehension carried out in the extensive reading activities of Iranian EFL participants showed that SRL instruction was proven to improve reading comprehension and help students solve reading problems efficiently. Another finding studied by Prasetyanto et al. (2021) regarding the results of the exploration of students' independent learning actions during Extensive Reading (ER) activities and their perceptions of self-regulation skills that understanding self-regulation skills can support students' learning needs and improve their ER results. Another study conducted by Nurjanah et al. (2022) examined how SRL can maintain students' extensive reading activities on digital texts. The results showed that SRL was able to increase students' consistency in reading digital texts so that they stayed on track. Furthermore, recent research conducted by Obaid (2024) showed that SRL is able to improve students' reading comprehension in the TOEFL test provided.

Therefore, this study focuses on exploring the relationship between SRL and extensive reading in the context of EFL students' English learning. The results of

this study are expected to provide new insights into how to integrate SRL into learning methods to support the improvement of student's English literacy in Indonesia. This study aims to identify the extent to which the application of SRL can help students' reading interest in successfully carrying out extensive reading activities.

2. Methodology

This study used a qualitative case study design to explore in depth the extent to which the implementation of Self-Regulated Learning (SRL) strategies increased students' reading interest in an extensive reading program at a high school in Karawang, with five students selected through convenience sampling due to their interest in reading English (novels, stories, philosophy). Data were collected through two main techniques: student journals structured based on the three phases of SRL, namely Forethought, Performance, and Self-Reflection (Zimmerman, 2000) with a narrative of at least 100 words per column each week, and a reading log to record book titles, authors, genres, and reading duration; and semi-structured interviews that were recorded and transcribed, containing eight questions asking about students' experiences in using SRL when reading, adapted from Zimmerman & Pons (1986) and Ng et al. (2024). Data analysis follows the Miles, Huberman & Saldana (2014) model, which includes collection, reduction, presentation (narrative), and drawing conclusions based on consistent patterns in students' experiences of applying SRL in extensive reading activities.

3. Result and Discussion

Result

A. SRL Assist Student's Extensive Reading Activities

Observational data of extensive reading supported by SRL (Self-Regulated Learning) mostly involved female participants aged 16 to 17 years. Topics explored by students were as diverse as fiction, philosophy, and short stories. This diversity in reading choices suggests that the SRL approach accommodates individual interests, encouraging engagement across genres and themes among middle school-aged learners. The duration of reading varied from 30 minutes to an hour each day, depending on individual schedules. While most students preferred reading at home for better focus, some utilized school time, such as breaks or designated sessions, and others combined both settings to effectively integrate the program into their routines. The process of implementing the Self-Regulated Learning strategy in extensive reading activities consists of three stages, namely Forethought, Performance, and Self-Reflection.

Forethought Phase

The planning stage in Independent Learning (SRL) is the initial stage that prepares students to achieve learning objectives. This section discusses how this planning

process involves setting goals, selecting learning strategies, and building student motivation, as shown in the data in Table 1 below.

Table 1. Summary Data of Students' Journal

| Students' | Strategic Planning | Outcomes Expectations | Task Interest | Self-Efficacy |
|-----------|---|---|---|---|
| Shophy | - "One week" | - "...add new vocabulary" | - "Interest in the content of this book" | - "Use dictionary or google translate" |
| | - "Spend 3-5 hours" | - "improve my English skills" | - "I had watched video about philosophy of stoicism" | - "Ask family" |
| | - "When I have free time" | - "Can apply philosophy of stoicism in my life" | - "I like quote "its principles can help your find peace". | - "Ask teacher" |
| | - "During school breaks" | | - "I thought help me control myself better" | |
| Fica | - "Two weeks" | - "Get a lot of lesson" | - "I love of fairy tale storytelling" | - "I use translator on the internet" |
| | | - "Get new English vocabulary" | - "I felt interested the title and cover image." | |
| | | - "Improve my English knowledge" | | |
| | | - "introduces me new terms or things." | | |
| Nofi | - "2 weeks" | - "have knowledge about the courage to step forward to pursue dreams and ideals with all the risk involved" | - "I often see reviews this book on sosmed" | - "Helped by google translate" |
| | - "spend 15-20 page every day" | | | - "Notebook to add my vocabulary" |
| | - "2 weeks" | | | |
| Lilia | - "More then 1 week" | - "help me to be more relaxed and not believe with negative thoughts" | - " Give me inshight how to reduce the habbit of overthingking" | - "I was helped by google translate" |
| | - "finish 15 pages or finish the pages as I wish" | | | |
| Sari | - "I plan to spend 5 days" | - "add new vocabulary" | - "because it is a fiction genre or novel with a | - "This prompted me to look it up on the internet |

| | | |
|---|---|-----------------------------------|
| - "Target of reading 50 pages everyday" | fairy light topic" | and see if I knew what it meant." |
| - "every spare time" | - "ilustration to describe each chapter which makes this book more interesting for me." | |

Table 1 highlights the importance of SRL components strategic planning, outcome expectations, task interest, and self-efficacy in helping students set goals for extensive reading. Students plan their reading schedules based on their free time, aligning with Pressley & Woloshyn (1995) view that effective strategies enhance performance. They expect vocabulary improvement, consistent with Bandura (1997) outcome expectation theory. Task interest drives book selection, motivating continued learning (Zimmerman, 2008). Self-efficacy enables students to manage challenges, reflecting Zimmerman (2000) idea that self-regulated learners build confidence through gradual goal achievement.

Performance Control Phase

The performance stage in Self-Regulated Learning (PBL) is the core stage that demonstrates how individuals implement planned strategies to achieve learning objectives. This stage is the primary indicator of the extent to which the self-regulation process can produce optimal learning outcomes by reading learning notes while monitoring student performance. The results of implementing this strategy can be seen in Table 2 below.

Table 2. Summary of Students' Journal and Reading Log

| Students' | Duration | Page | Words/Page | Reading Rate (WPM) |
|------------------|-----------------|-------------|-------------------|---------------------------|
| Shophy | 290 minute | 95 | 300 | 98 words/minute |
| Fica | 522 minute | 90 | 200 | 34 words/minute |
| Nofi | 347 minute | 104 | 200 | 60 words/minute |
| Lilia | 217 minute | 88 | 250 | 101 words/minute |
| Sari | 240 minute | 195 | 100 | 81 words/minute |

The data obtain in Table 2 shows that the SRL component can help students in the performance phase, namely self-recording through reading logs filled in by students when carrying out extensive reading. In line with Zimmerman's statement (2000), self-monitoring can record personal information directly when events occur, organize the information to make it more meaningful, maintain its accuracy without the need for interference from other activities, and provide a long-term database to assess evidence of progress. In line with Day & Bamford (2004) who stated that records in reading have the aim of monitoring reading and progress towards reading targets. This shows that the SRL strategy, especially in the self-monitoring component, is related to the reading log in extensive reading.

Self-Reflection Phase

The self-reflection stage in Self-Regulated Learning (SRL) is the final, crucial stage of this strategy because it can lead to success in students' extensive reading activities. At this stage, students analyze the weaknesses and successes of the strategies they have used so they can continue to improve the efficiency and effectiveness of their learning in the future, as seen in the journal results in Table 3.

Table 3. Summary of Students' Journal

| Students' | Self-evaluation | Causal Attribution | Self-satisfaction/ affect |
|------------------|---|---|--|
| Shophy | - "according to my wishes" | - "I did not find any inconsistency" | - "make me more disciplined with time" |
| | | - "I don't find any problems" | - "trainees me to manage time better" |
| | - "the reading was completed" | - "I was too lazy" | - "I can learn more seriously about time management" |
| Fica | - "to be honest it didn't meet my original intention of finishing sooner than the deadline" | - "I was already tired of schoolwork" | - "make me should stop being lazy" |
| | | - "I felt that I had lost my passion for reading" | |
| | - "I feel that I could have done better than this" | | |
| Nofi | - "The implementation is quite in accordance with the target that I set" | - "I'm busy with a lot of schoolwork." | - "I am more able to control myself" |
| | | | - "my vocabulary had increased" |
| | - "Successfully completed the 2-week target" | | |
| Lilia | - "The implementation is quite timely" | - "many tasks that hinder reading books" | - "I can manage my time better" |
| | | | - "feel more disciplined" |
| | - "there were differences in daily targets" | | |
| Sari | - "weekly targets can be completed" | | |
| | - "Very much in line with what I wanted" | - "I didn't find any obstacles" | - "makes me more disciplined" |
| | - "There is a slight discrepancy with the initial target" | | - "help me to manage time" |

- "I was able to finish
it faster than my
initial target."

The data in Table 3 shows that there are various self-evaluations, causal attributions, and self-satisfaction from students after completing reading activities. In the self-evaluation component, most students feel sufficient with the achievement according to the target. One student stated " Very much in line with what I wanted " (Sari, Interview Data). This is in line with Zimmerman (2000) that in this component students can assess the adequacy of performance which refers to the comparison of information that is monitored by themselves with their own goals and standards. In the causal attribution component, it is seen that several students associate the success of their extensive reading activities with the behavior of time discipline during the implementation. Meanwhile, in the self-satisfaction or affect component, students generally show positive satisfaction that reflects the satisfaction and emotional feelings they experience during the extensive reading process. When self-satisfaction depends on goal achievement, individuals direct their actions and create internal motivation that comes from self-evaluation of the outcome, not from the goal itself (Zimmerman, 2000).

The findings revealed that SRL involved students in the process of extensive reading activities. In the forethought phase, SRL helped students plan extensive reading activities so that the extensive reading process could be more structured. In the implementation phase, students were able to control their performance by monitoring their reading results through a reading log so that their goals could be achieved optimally. In the final phase, namely self-reflection, SRL encouraged students to reflect on their extensive reading results by identifying their weaknesses and successes in extensive reading so that it could help them make better adjustments in the next learning. Overall, the implementation of the three phases of SRL, namely forethought, implementation, and self-reflection, showed a positive impact on students' involvement in the extensive reading process in achieving goals and improving their ability in the independent learning process.

B. Student's Perception of The Use Self-Regulated Learning Strategies in Implementing Extensive Reading

Time Management and Scheduling Improvement

Data from students' journal dan reading log shows that students feel that SRL strategies help to manage their time better by creating personalized schedules and setting realistic reading goals, making it easier for them to balance reading with other activities. Vignette 1 stated.

Vignette 1 : "I feel very happy when I use this strategy because it can change my habits to be more positive and I can manage my time." (Shophy, interview, September, 2024)

“I feel very happy because I get new experiences and new learning because by implementing this strategy my reading activities are more scheduled and do not interfere with other schedules.” (Sari, interview, September, 2024)

“This strategy makes me comfortable in understanding the contents of the reading that I read and I feel happy when I read at the time that I have determined. I set it by arranging my daily schedule.” (Lilia, interview, September, 2024)

This shows that SRL helps students manage their time spent doing extensive reading activities. It is proven that SRL provides positive habits for students and is supported by Nurjanah et al. (2022). Research on self-regulated learning shows that SRL can keep students on track, namely planning and setting initial goals that manage their time towards reading texts. Student feedback also supports this view statement that students feel happy because this strategy makes them feel happy and comfortable because they can manage their time to do extensive reading activities to avoid interfering with other activities.

Development of Discipline and Accountability

Data shows that students feel that SRL strategies help to manage their time better by creating personalized schedules and setting realistic reading goals, making it easier for them to balance reading with other activities. Vignette 2 stated,

Vignette 2 : *“The impact that I felt was that I felt burdened and uneasy when I didn't read books according to the schedule that I had set so I had to rush to complete my reading target, this made me more disciplined.” (Fica, interview, September, 2024)*

“This strategy makes me more disciplined so I can read books according to the targets I set.” (Nofi, interview, September, 2024)

“This strategy helps me to become a responsible person in reading books because I have to finish reading the book according to the time that I have previously set.” (Lilia, interview, September, 2024)

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comfortable because they can manage their time to do extensive reading activities to avoid interfering with other activities.

Support for Goal Achievement

SRL strategies facilitated students in meeting their goals, even in challenging situations, by using resources like Google Translate and dictionaries. Vignette 3 stated,

Vignette 3 : “If I have difficulties I usually use a dictionary and Google Translate.” (Shophy, interview, September, 2024)
“I use Google Translate and a dictionary to understand words I don't know.”(Nofi, interview, September, 2024)

This shows that the SRL strategy in extensive reading encourages students to achieve their goals through various resources that facilitate their learning process. Self-regulated learners feel confident because they set structured process goals for themselves so that when they experience difficulties, students find a way out so that their goals can be achieved according to target. Research shows that success in achieving process goals can provide strong intrinsic motivation, even greater than the motivation derived from achieving larger end goals (Schunk & Schwartz, 1993; Zimmerman & Kitsantas, 1997). Student feedback supports this view, indicating that SRL helps students overcome their difficulties when reading extensively.

Discussion

This study shows that Self-Regulated Learning (SRL) is effective in helping students carry out extensive reading activities. The results of observations through students' journals and interviews show that the process in SRL helps students stick to their goals. This study explains 3 processes carried out by students when carrying out extensive reading with the SRL strategy. Each process has an important role in completing students' extensive reading activities.

At the forethought stage, students are involved in setting goals before carrying out extensive reading to make students focus on their goals and evaluate how the results they achieve. This is in line with the findings of Nurjanah et al. (2022) who highlighted that forethought is very useful for students because it helps them prepare for extensive reading activities so that they can find out how they can engage with the text.

At the performance stage, students are given a reading log to fill in during the implementation of extensive reading to control students during the implementation of extensive reading so that they can overcome behavioral challenges or other challenges during the implementation. This is supported by the findings of Mohammadi et al. (2020) that the components of SRL help students understand reading and problem-solving.

Furthermore, at the self-reflection stage, students are asked to fill in a self-evaluation on the worksheet that has been provided to help students understand the effectiveness of SRL in extensive reading and to independently identify what things need to be improved during the implementation. This is supported by the findings of Li & Gan (2022), which confirm that the SRL components provide positive feedback in facilitating the development of students' reading comprehension.

In conclusion, the findings show that the application of Self-Regulated Learning (SRL) in extensive reading makes a significant contribution to the achievement of students' learning goals. In addition to supporting academic achievement, this strategy also plays a role in developing independent learning skills that enable students to manage their learning process effectively. Furthermore, SRL encourages students to critically reflect on their performance, helping them to recognize strengths and weaknesses in the learning strategies used. In addition, the implementation of SRL equips students with the ability to overcome various challenges that arise during the learning process, thereby increasing their capacity for continuous and adaptive learning.

4. Conclusion

This study confirms that the SRL strategy helps EFL students doing extensive reading activities through the SRL stages. The stages in SRL such as forethought phase, performance control phase, and self-reflection phase help students in doing independent learning in extensive reading activities so that their learning objectives can be achieved. With these stages, students can become independent learners by determining a schedule for doing extensive reading activities that they think are effective and do not interfere with other schedules so that they do this activity comfortably. In addition, the stages in SRL also help students in controlling extensive reading activities and can help students become better independent learners in the future through the results of self-reflection in the final stage, namely self-reflection.

The findings of the study showed that students stated that the SRL strategy in extensive reading activities had a positive impact on them. The positive impacts they felt were becoming more disciplined, responsible individuals, having good time management skills, and making good plans so that they could achieve their goals. Although there were times when students felt lazy so they postponed reading books, overall students were able to complete extensive reading according to the targets that had been set at the beginning of the planning. It can be concluded that using SRL strategy in extensive reading activities provides positive experiences and impacts for EFL students. This study highlights that SRL strategy in independent learners helps students determine effective learning strategies, especially in extensive reading activities.

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