

**SELF-REGULATED LEARNING STRATEGIES  
IN LITERAL READING COURSE  
(A qualitative Descriptive study)**

**THESIS**

This thesis is submitted to fulfill the requirement for “Sarjana” degree in  
English Language Education



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Assalamu'alaikum warahmatullahi wabarakatuh

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi saudara Putri Junita mahasiswi IAIN curup yang berjudul "Self Regulated Learning Strategies In Literal Reading" sudah dapat diajukan dalam sidang Munaqosah Institut Agama Islam Negeri Curup.

Demikian Permohonan ini kami ajukan. Terima kasih

Wassalamu'alaikum warahmatullahi wabarakatuh

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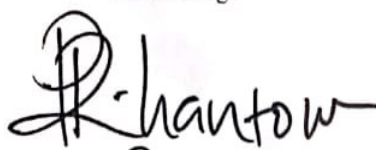
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## ACKNOWLEDGEMENT

First of all, I would like to express my gratitude to Allah SWT who has given me mercy, blessing, chance, strength, and health to finish this thesis in the undergraduate program in the Department of English Language Education, Institute Agama Islam Negeri (IAIN) curup for the S1 degree. Shalawat and salam are addressed to Our Beloved Prophet Muhammad SAW, who has brought us to the right path.

Secondly, I would like to thank my mother, Mardiah and father, Sapuan who have always supported and motivated me to do my best and always give me advice and help me in every situation I am in. Thank you for never putting pressure on me and always believing me that I have my own way to finish this thesis. I believe I am nothing without both of you and I know your love and prayers for me are beyond than what I could think. I also would like to thank my sister and brother who also never stop teasing me to finish this thesis as soon as possible.

Furthermore, my respect and gratitude to Dr. Prihantoro , SS., M.pd. as my advisor and Dr. Sakut Anshori, S.pd. S, M.Hum as my co-supervisor, who has guided me and given useful advice, suggestions, corrections, support in completing this thesis. Then my gratitude is also addressed to Mrs. Jumatul Hidayah M.pd as the head of the Department of English Language Education and the lecturers in this Department that have motivated and transferred knowledge during my study in this university

I also would like to thank all the participants who willingly participated in this research study and willingly to spend their time in order to help me to finish

this thesis. Thank you very much Ms. E and Ms. S without your participation, this thesis will not be completed.

Lastly, I would like to thank all of my bestfriends that always support me, help me and give me advise. That it would be impossible to mention all of them. I realized that this thesis is still far from perfect. Therefore, every meaningful feedback and suggestion are open and highly appreciated.

Curup, December 24th 2024

The reseacrher,

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## ABSTRACT

Putri Junita, 2025

: **Self Regulated Learning Strategies in  
Literal Reading**

Advisor

: Dr. Prihantoro, SS., M.Pd

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This research is qualitative research, The purpose of this study was to seeking depth-information the phase of self-regulated learning strategy used by iain curup student in literal reading and the influence of self regulated learning strategy in students' literal reading course. This qualitative research employed interviews and narrative inquiry with note-taking and voice recording as data collection techniques. The subject of this study was student were selected from third semester at English Study Program. Meanwhile, Purposive sampling was used on this subject of research where the participant who had completed literal reading subject and the students got excellent (A) score in literal reading subject. The data were taken from the results of interviews narrative inquiry. The results of the analysis and discussion of this research, three phases of SRL were implemented in this study. There are forethought phase, Performance phase, self-reflection phase. The students have their phase self-regulated learning strategy in Literal reading and the students got the advantages in applying self-regulated learning strategy in their literal reading. therefore, the researcher established a conclusion the self-regulated learning strategies therefore, the researcher created a conclusion that The phase of Self-regulated learning strategy is effective for students in learning literal reading and there were the benefits to applying self-regulated learning (SRL) strategies in literal reading activities.

Keywords; *Self-regulated learning strategies, Literal reading*

## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>SUPERSIVORS' APPROVAL</b> .....	Error! Bookmark not defined.
<b>APPROVAL</b> .....	<b>iii</b>
<b>THE STATEMENT OF OWNERSHIP</b> .....	Error! Bookmark not defined.
<b>ACKNOWLEDGEMENT</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>vii</b>
<b>LIST OF TABLE</b> .....	<b>x</b>
<b>CHAPTER I INTRODUCTION</b>	
1.1 Research Background .....	1
1.2 Research Questions.....	5
1.3 Objective of the research .....	5
1.4 Delimitation of the research .....	6
1.5 Significance of the research.....	6
1.6 Definiton of the key terms .....	6
<b>CHAPTER II LITERATURE REVIEW</b>	
2.1 Literal Reading Comprehension.....	8
2.2 Zimmerman's Self Regulated Learning model .....	9
2.3 The Characteristics of Self-regulated Learners .....	13
2.4 The Role of Self Regulated Learning Strategy in Literal Reading.....	14
2.5 Review Related Finding .....	16
<b>CHAPTER III RESEARCH METHODOLOGY</b>	
3.1 Research Design .....	19
3.2 Subject of the research.....	19
3.3 Technique of collecting data.....	20
3.4 Instrument of the research .....	23
3.5 Technique of Data Analysis .....	34
<b>CHAPTER IV FINDINGS AND DISCUSSION</b>	
<b>4.1 Findings</b> .....	<b>38</b>
4.2 Discussion.....	74



CHAPTER V CONCLUSION AND SUGESSTION

5.1 Conclusion ..... 95

5.2 Suggestion ..... 96

**REFERENCES**

**APPENDIXES**

## LIST OF TABLE

Table 2. 1 The Latest Version of Zimmerman’s (2000) SRL model (Zimmerman & Moylan).....	13
Table 3. 1 Blue Print of Interview Guidance: Phase self-regulated learning Strategies Interview :.....	25
Table 3. 2 Blueprint of interview guidance: The Influence of Srl in Literal Reading Course .....	31
Table 3. 3 Students’ Narrative findings about Srl phase in literal reading .....	32
Table 3. 4 Narrative Inquiry Findings on Students Literal Reading .....	33
Table 4. 1 Phase of self-regulated learning strategy used by iain curup student in literal reading .....	38
Table 4. 2 The Result of Interview the first Respondent .....	39
Table 4. 3 The Result of Interview The second respondent.....	44
Table 4. 4 The Result of Narratives The First Respondent.....	55
Table 4. 5 The result of Narrative Data The second participant.....	60
Table 4. 6 The Result of Interview The first respondent about the advantages of Self regulated Learning in Literal Reading .....	65
Table 4. 7 The Result of Interview The second respondent about the advantages of Self regulated Learning in Literal Reading.....	66
Table 4. 8 The Narrative Result of Interview The first respondent about the advantages of Self regulated Learning in Literal Reading.....	71
Table 4. 9 The Narrative Result of Interview The second respondent about the advantages of Self regulated Learning in Literal Reading.....	72

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

In achieving goals as independent learning skills, university students can setting learning goals to evaluating processes. They can determine which strategies work for them and whether they can be applied to solve different tasks with learning independently in the future to improve their skill also to achieve their learning goals. Furthermore, reading is one of important skill, especially in literal reading course because students have to read a lot of material and academic papers on their learning activity and literal reading is a low level of comprehension which is mentioned to be important as the basis of depelovement of comprehension in higher level to get information and understanding from reading . Some students spend a lot time to read books or material many times before an examination. However, some students are not aware if the strategies they use are effective or ineffective. On the other words, students need to regulate their own learning strategies to achive their goals especially in literal reading.

Self-Regulated Learning (SRL) is used as a reflecting independent learning goals in which students are expected to be able to set their learning schedule, monitor their progress to reach their goals, and reflect on their learning progress . Self-regulated learning involves “the processes whereby learners personally activate and sustain cognitions, affects, and behaviors that are systematically oriented toward the attainment of

personal goals”<sup>1</sup>. On the other words, the university students need to regulated their own learning strategies to achieve their goals on learning process. They have to know what are their going to do to achieve their goals, what strategies they will chose and apply for their learning process. Students have shown that the strategy can be effective in helping students. In collage, Self Regulated Learning helpd students improve their reading comprehension, especially in literal reading course and students are expected to work independently.

Students have to manage their thoughts, feeling and effort in processing focusses on the goal of reading pccessing and control thoughts and feeling by their own selves . Self-regulated Learning aims to manage the learners’ behaviours, environment, time, and emotions in study process and also, to create learning effort to against failure.<sup>2</sup> Self-Regulated Strategies are considered important because by setting their own goals, students can measure their competence and will try to achieve their goals. This strategy will help them to manage their motivation well. Self-Regulated Strategies that implemented by a great learners on education environment or at home will be creating ability to learn independently and this strategy will have a positive impact on a learner.

Self- regulated learning is a system that helps students control their fears and understand their performance in their literal reading skills.

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<sup>1</sup> Barry J. Zimmerman and Dale H. Schunk, *Handbook of Self-Regulation of Learning and Performance*, 2nd ed. (New York: Routledge, 2011), 49–64.

<sup>2</sup> Ruliyanti, “Self-Regulated Learning Sebagai Strategi Membangun Kemandirian Peserta Didik dalam Menjawab Tantangan Abad 21” (Surakarta: Universitas Negeri Yogyakarta, 2016), 140-141.

Therefore, in literal reading skills students need to make a plan and choose strategies that will help students achieve their goals. According to Schunk, foreign language learners of English need to plan, select strategies that will help the learners achieve the plan, implement the strategies, and monitor the learners' progress against the learners' plan.<sup>3</sup>

Based on the definition of self-regulated learning above, self-regulated learning has goals as well as strategies and plans because it is important to improve students' understanding in controlling thoughts, anxiety and improving comprehension and literal reading skills. The learner needs to prepare, select strategies, and implement the strategies. Monitor students' progress towards learning goals. Student's need to control his thoughts, fears, actions and emotions, while increasing his desire to achieve learning goals through the process of self-regulation.

The researcher found the phenomena which happen in English Study Program IAIN Curup from preliminary observation at third semester academic year 2023/2024 of English Study Program in IAIN Curup. The preliminary observation was conducting on march 17, 2024, the researcher found some students who have a good self regulated learner characteristic, have a good self regulated learning process especially in literal reading course and also the researcher used a data from their final score in " Literal Reading " and there are 2 students who got (A) score on Literal Reading course

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<sup>3</sup> Dale H. Schunk, "Goal and Self-Evaluative Influence During Children's Cognitive Skill Learning," *American Educational Research Journal* 33 (1996): 559-582.

Moreover, based on the theory there are some characteristics of students implemented self-regulated learning strategies, the students know how to regulating their thoughts, emotions, desire and also performance<sup>4</sup>. According to ratih lailih nurjanah in their study said which implement Zimmerman's model of SRL strategy in teaching reading to improve students' ability. The findings give more insight on what kinds of learning activities should be assigned to students based on the principles of each phase of SRL to finally support students' ability in reading skill especially their independence in learning. Learning activities are considered important parts of learning strategy as the realization of the strategy's principles and the group who training SRL have higher academic achievements than those who were not given SRL training. It means students who use SRL have a good achievement in academic.<sup>5</sup>

Based on the theory above, the researcher found some of students classified as the students use self-regulated learning strategy to improve their achievement and reading ability especially in literal reading course according to theory.

Considering the above phenomenon, the researcher wants to investigate the students who implemented self-regulated strategies in literal reading course according to theory of Self-regulated learning strategies. To this end, this research proposal is titled **“Self-regulated**

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<sup>4</sup> Zimmerman, Barry J, Schunk, D.Loc.cit.

<sup>5</sup> Ratih Nurjanah, “Self-Regulated Learning Strategy in Learning Activities of Literal Reading Course to Build Learning Independence,” *Study of Applied Linguistics and English Education* 4, no. 1 (2023).

**Learning strategies in Literal Reading Course“.** This study is beneficial because it contribute to providing an informative to help students acquire self-regulated strategies in reading which students can utilize this resource as a vicarious experience.

## **1.2 Research Questions**

Based on the background above, the research questions which are formulated are as follows:

1. How is the condition of Self Regulated Learning Starategy (SRL) among students in learning of literal reading course?
2. How are the implementation on the phase of Self-Regulated Learning strategies used by iain curup student in learning activities of literal reading course ?
3. How do self regulated learning strategies influence students' literal reading course ?

## **1.3 Objective of the research**

Based on the research questions above, the objectives of this research are:

1. To know how the condition of Self Regulated Learning Strategy (SRL) among students in learning of literal reading course.
2. To know the implementation on the phase of self-regulated learning strategies in learning activities of literal reading course.
3. To know the influence Self-Regulated Learning strategies to students literal reading course.

#### **1.4 Delimitation of the research**

In this research, the researcher focuses on the self-regulated learning strategies in learning activities of literal reading course, the Zimmerman's theory about self-regulated learning model and the student's problem in implemented of self-regulated strategies in literal reading course.

#### **1.5 Significance of the research**

This research are expected to give the significance in developing the process in learning activities to improve reading skill and the significance of the research can be seen as follow:

a. Students

This research hoped give the student's motivation to set the greatest strategies in self regulated to improve their reading ability especially in learning activities of literal reading course.

b. Lecture

This research also beneficial for lecturer of literal reading subject to know about student's strategies in improving their reading ability and get the best performance in learning activities of literal reading course.

#### **1.6 Definiton of the key terms**

The researcher showed some of key terms to assist the researcher to this study, they are;

1. Literal Reading Comprehension

Literal reading as a low level of comprehension includes activities in the learning process which is mentioned to be important as



the basis of development of comprehension in higher level. According to Saatdania that literal reading comprehension should include the context, facts, and sequence that can appear in a text. The context can be defined as the whole image from the correlation of facts, facts are information put in a text and sequences are how the information is put in chronological order of events<sup>6</sup>. In this study, Literal reading refers to students' understanding the context, facts, and sequence in the text as a literal level of reading as the low level of reading comprehension.

## 2. Self-regulated learning strategies

According to Zimmerman and Schunk self-regulated learning (SRL) as feelings, actions and thoughts that are self-generated and directed regularly toward the achievement of students' goals. <sup>7</sup>It can be said that self-regulated strategy is support students achievement in learning process. Its effective for learners because self-regulated strategies can help students improve their achievement in academic.

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<sup>6</sup> Nurjanah, "Self-Regulated Learning Strategy," 4.

<sup>7</sup> Barry J. Zimmerman and Dale H. Schunk, "Motivation: An Essential Dimension of Self-Regulated Learning," in *Motivation and Self-Regulated Learning: Theory, Research, and Applications*, ed. Dale H. Schunk and Barry J. Zimmerman (New York: Laurence Erlbaum, 2008).

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Literal Reading Comprehension

In reading comprehension, there are levels in comprehending text and each level has different ability that should have by reader. 1) literal comprehension, namely the skill of getting the main literal meaning; 2) interpretation, namely research to obtain a deeper meaning; 3) critical reading, namely personal assesment; and 4) creative reading, which start with asking question and continues with the implication of the reading.

The first level in reading comprehension is literal comprehension. Literal reading comprehension is an understanding of information and facts that are directly stated in the text. Literal understanding is the ability to direct understand the ideas expressed in written text, recognize the details and sequences, and understand the cause and effect relationship.<sup>8</sup>

Moreover, literal comprehension skills include finding main ideas, supporting details, and meaning of words on the basis of context. It can said that literal reading comprehension should include the context, facts, and sequence that can appear in a text. The context can be defined as the whole image from the correlation of facts, facts are information put in a text and sequences are how the information is put in chronological order of events. In addition, Walker et.al in Charlemagne said literal

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<sup>8</sup> C. Burns, B.D. Roe, and E.P. Ross, *Teaching Reading in Today's Elementary Schools* (Boston: Houghton Mifflin, 1999).

comprehension is the readers ability to obtain meaning from the text.<sup>9</sup> It means that, the readers should have skill got information from the text.

Moreover literal reading inquires students to recognize the correct and accurate meaning of words or vocabulary used in a text from the word level or sentence level, to get information from reading, and to rewrite what they get from the text. This appears the abilities that should be aced by students at the conclusion of the literal reading course. It can also be said that this level of comprehension asks students to identify the correct and accurate meaning of words or vocabulary used in a text from the word level or sentence level, to get information from reading, and to paraphrase what they get from the text. This shows the abilities that should be mastered by students at the end of the literal reading course.

## **2.2 Zimmerman's Self Regulated Learning model**

According to Zimmerman and Schunk self-regulated learning (SRL) as feelings, actions and thoughts that are self-generated and directed regularly toward the achievement of students' goals.<sup>10</sup> It can be said that self-regulated strategy is support students achievement in learning process.

The implementation of Zimmerman's SRL model by Panadero & Alonso-Tapia is considered a cognitive-oriented model where emotions are not the focus of the implementation. State-oriented students are referred to as students who have the ability to self-adjust and control their emotions,

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<sup>9</sup> Dr. Codjo Charlemagne Fanou, "Reading Comprehension in LSP Classes: Content Familiarity, Literal Reading and Inferential Comprehension," *European Centre for Research Training and Development UK* 3, no. 3 (2015).

<sup>10</sup> Zimmerman and Schunk, "Motivation: An Essential Dimension,"

thoughts and behaviours to achieve their goals.<sup>11</sup> As a students, they need to develop their learning potential by using their metacognitive behaviour. Thus, organize, monitor, instruct and motivate themselves in their learning process. Other students who are struggling with self-adjustment and self management find it difficult to balance their growth. This study is believed to be useful as it provides comparisons and contrasts with other models.

Self-regulated learning is a process in which learners actively control and monitor their cognitive, metacognitive, and motivational strategies to enhance their learning outcomes. It involves learners taking responsibility for their learning, setting goals, planning, monitoring their progress, making adaptations, and reflecting on their performance. SRL can be supported by various techniques, including the use of learning technologies that gather data in an ambient way, such as highlighting text, creating notes, reviewing notes, and tagging examples for study.<sup>12</sup> Overall, SRL involves learners actively engaging in the learning process, adapting their strategies, and making choices to optimize their learning experiences.

Based on the explanation above, it can conclude that self-regulated learning is the way to planning goal for learning, monitor the learning process, control the strategy in learning and also reflect and evaluate the learning outcome. So, the students need to be a self-regulation learner to know the right action of their own self in learning process.

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<sup>11</sup>Ernesto Panadero and Jesús Alonso-Tapia, "How Do Students Self-Regulate? Review of Zimmerman's Cyclical Model of Self-Regulated Learning," *Anales de Psicología* (2014): 451

<sup>12</sup>Philip H. Winne, "Self-Regulated Learning in Research with Gifted Learners," *High Ability Studies* 30 (2019).

The SRL phases support students learning process where students expected to be able to plan, monitor and evaluate their learning process. Zimmerman's model consist of three phases; *forethought and planning* , *performance*, and *self-reflection*. The latest revision was made by Zimmerman and Moylan, who include more process in the performance phase and more comprehensive defintion of all the sub process and interplay between them.

In its latest version by Zimmerman and moylan, the Forethought phase is broken into two processes: task analysis and self-motivation beliefs. Task analysis include goal-setting and strategic planning. Self motivation beliefs include self-efficacy which consists of beliefs about the one's ability to carry out a task, outcome expectations about the succes of given task.<sup>13</sup> Task interest or value which refers to variables that cause the students' approach yo the task, and goal orientation which entails the students' belief about the purpose of their learning.<sup>14</sup>

The second phase performance is characterized by two processes: *self-control* and *self-observation*. In self-control which has seven subprocesses, *task strategies* involves learners' dividing a task to some parts and reorganizing these parts and *self-instruction* consists of self-directed orders or descriptions about how to do a task, *Imagery* which refers to drawing mental pictures is widely used in reading comprehension. In *time management*, students have a perspective of the aspects of the task at

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<sup>13</sup> Panadero and Alonso-Tapia, "How Do Students Self-Regulate,"

<sup>14</sup> Barry J. Zimmerman, "Attaining Self-Regulation: A Social Cognitive Perspective," in *Handbook of Self-Regulation*, ed. Monique Boekaerts, Paul R. Pintrich, and Moshe Zeidner (San Diego: Academic Press, 2000), 13-39.

hand. *Environmental structuring* keeps learners' attention to the task and creates an environment with fewer distractions. In *help-seeking*, learners ask the teacher or a more competent classmate for help. Finally, *interest incentives and self-consequences* involve self-directed messages that remind learners of goals or challenges of the task, increase their effort and interest, and activate more strategies through self-praise and self-punishment.

The second performance process self-observation includes *metacognitive monitoring*, or self-monitoring, which involves comparing one's performance against criteria to evaluate its quality<sup>15</sup>, and *self-recording* which can preserve and structure information and provide evidence of progress.

In the third phase which is called self-reflection, *self-judgment* is the first process with two sub-processes: *self-evaluation* which serves to compare self-monitored information to criteria and goals,<sup>16</sup> and *causal attributions* which refer to learners' explanations about their failure or success<sup>17</sup>. The second process of self-reflection phase is called *self-reaction* and includes two sub-processes: *self-satisfaction/ affect* which refers to students' satisfaction and dissatisfaction when they judge themselves and involves affect concerning their performance, and *adaptive/defensive inferences* which are, in fact, decisions about whether students are willing to keep the same strategies or use new ones to gain better outcomes, or to

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<sup>15</sup> Panadero and Alonso-Tapia, "How Do Students Self-Regulate,"

<sup>16</sup> Zimmerman, "Attaining Self-Regulation,"

<sup>17</sup> Panadero and Alonso-Tapia, "How Do Students Self-Regulate,"

avoid the task in order not to experience new. The whole process of self-reflection can set the stage for the start of the forethought phase again.<sup>18</sup>

*Table 2. 1 The Latest Version of Zimmerman’s (2000) SRL model (Zimmerman & Moylan)*

No	Phase	Indicator	Sub Indicator
1	Forethought phase	Task analysis	<ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Strategic planning</li> </ul>
		Self motivational beliefs	<ul style="list-style-type: none"> <li>• Self efficacy</li> <li>• Outcome expectatios</li> <li>• Task interest/ value</li> <li>• Goal orientation</li> </ul>
2	Performance phase	Self Control	<ul style="list-style-type: none"> <li>• Task strategies</li> <li>• Help seeking</li> <li>• Self Instructions</li> <li>• Imagery</li> <li>• Time management</li> <li>• Environmental structuring</li> <li>• Interest incentives &amp; self consequences</li> </ul>
		Self observation	<ul style="list-style-type: none"> <li>• Meta cognitive monitoring</li> <li>• Self recording</li> </ul>
3	Self reflection phase	Self Judgment	<ul style="list-style-type: none"> <li>• Self evaluation</li> <li>• Causal attributions</li> </ul>
		Self Reactions	<ul style="list-style-type: none"> <li>• Self satisfaction/ affect</li> <li>• Adaptive/defensive</li> </ul>

### 2.3 The Characteristics of Self-regulated Learners

According to Winne in Santrock, the characteristics of students who use self-regulated learning include:

<sup>18</sup> Barry J. Zimmerman and Adam R. Moylan, “Self-Regulation: Where Metacognition and Motivation Intersect,” in *Handbook of Metacognition in Education*, ed. Douglas J. Dunlosky and Arthur C. Graesser (New York: Routledge, 2009), 299-315)

1. Set goals to expand their knowledge and maintain motivation. they seek to enhance their understanding and stay motivated throughout the learning process.
2. Be aware of their emotional state and have strategies to manage their emotions. They are conscious of their emotional state and employ strategies to manage their emotions effectively
3. Periodically monitor progress towards its goals. They regularly assess their progress towards achieving their goals.
4. Adjust or improve strategies based on the progress they make. They modify od refine their learning starategies based on their progress and feedback.
5. Evaluate the obstacles that may arise and make the necessary adaptations. They indentify potential obstacles and adapt their approaches to overcome them.<sup>19</sup>

#### **2.4 The Role of Self Regulated Learning Strategy in Literal Reading**

Self- Regulated Learning is a system for achieving independent learning goals in which students are expected to be able to design their own learning schedules, track their progress and reflect on their success. By referring to plans and behaviours of students to achieve learning goals, SRL has been beneficial in enhancing students' capacity in reading comprehension abilities. Schunk and Zimmerman content that self

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<sup>19</sup> Santrock, J. W. (2015). Adolescence. New York: McGraw-Hill.



regulation is the key variable in reading achievement and has a great influence on it.<sup>20</sup>

Regarding definition of self-regulated above that self-regulated is important to assist learner to achieve their learning goals in literal reading comprehension. Numerous studies conducted by Morshedian, Hemmati et al., Sholich, Li et al., Morshedian & Hemmati, employed Zimmerman's model of SRL with 3 phases of learning; Forethought and Planning phase, Monitoring on Performance phase, and Reflection on Performance phase; to help students improve their reading comprehension skill. They showed that the strategy is considered effective in assisting students.<sup>21</sup> In their studies, Self- Regulated Learning helps students to improve their reading skills, especially in the literal and critical levels of comprehension.

SRL also have some advantageous to build the good habits of planning and managing time of students in their literal reading. In the Forethought phase, SRL give them skill to manage their time, set their own goals and plan how they will reach the goals. this will give them confidence since they know there is no wrong and right ways in completing any task. In the Performance phase, SRL helps them to know their abilities and mastery better. The chances provided for them to ask the lecturer or peers giving them more comfort in doing the activities. In the third phase, Self reflection phase gives advantages for students in terms of

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<sup>20</sup> Barry J. Zimmerman and Dale H. Schunk, "Influencing Children's Self-Efficacy and Self-Regulation of Reading and Writing Through Modelling," *Reading and Writing Quarterly* (2007): 7-25.

<sup>21</sup> Mahboobeh Morshedian, et.al "The Impact of Training EFL Learners in Self-Regulation of Reading on Their EFL Literal and Critical Reading Comprehension: Implementing a Model," *Journal of Teaching Language Skills* 35, no. 2 (Summer 2016): 99-122.

evaluating themselves for improvement.<sup>22</sup>

## 2.5 Review Related Finding

Related on this research, especially regarding about EFL students' self-regulated learning strategies reading comprehension, especially in literal reading, the researcher found several researchers who discussed this matter.

The article was written by Mahboobeh Morshedian, Fatemeh Hemmati, Elaheh Sotoudehnama, and Hassan Soleimani: The study investigates the effect of training English as a Foreign Language (EFL) learners in self-regulation strategies for reading. It examines how this training influences both literal and critical reading comprehension. The results suggest that self-regulated reading strategies improve EFL learners' ability to understand and critically analyze texts.<sup>23</sup>

The research was done by Sakhi Herwiana, Oikurema Purwati, Syaiful Anam "Pro moting Self-Regulated Learning of Reading Ability in University Students: EFL Lectures' Perspective". The result showed that Self-Regulated Learning Strategy was influence for improving reading ability.<sup>24</sup>

Ratih Laily Nurjahannah in her research which is entitled as " Self-

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<sup>22</sup> Ratih Lailih Nurjanah, et.al, 'Why is Self-Regulated Learning Strategy Important for Litreal Reading? The Importance of SRL for Literal Reading.' ISET: International Conference on Science, Education and Technology, (2021), P 479-483.

<sup>23</sup> Mahboobeh Morshedian, "The Impact of Training EFL Learners in Self- Regulation of Reading on Their EFL Literal and Critical Reading Comprehension : Implementing a Model The Impact of Training EFL Learners in Self- Regulation of Reading on Their EFL Literal and Critical Reading," *Journal of Teaching Language Skills* 35, no. 2 (2018): 122–99.

<sup>24</sup> Sakhi Herwiana, Oikurema Purwati, and Syaiful Anam, "Promoting Self-Regulated Learning of Reading Ability in University Students : EFL Lectures ' Perspective," *ELITE JOURNAL : Journal Of English Linguistics, Literature, and Education* 5, no. 1 (2023): 155–66.

regulated learning strategy in learning activities of literal reading course to build learning independence”. The result showed that Self- Regulated learning strategy in learning activities of literal reading measuring the effectiveness of the learning activities in influencing students’ reading comprehension ability. It may not support the academic achievement significantly but it helps students develop their independent learning skill.<sup>25</sup>

Najva Nejabati in study examined “the effects of teaching self-regulated learning strategies on EFL students’ reading comprehension “The experimental group received training on self-regulated learning strategies and how to use these strategies in their reading comprehension course in 8 sessions, 4 weeks and 16 hours, while control group did not receive any instruction. Two parallel multiple choice TOEFL reading tests were used to measure the effects of self-regulated learning strategy training. The data was analyzed through a sample of independent sample t-test. The results of the study suggested that experimental group performed significantly better on posttest administration of the reading test.<sup>26</sup>

Based on related findings on some research above, there are difference of their research above. The first research Focused on the effect of EFL Students' Self-regulated learning strategy in reading ability both

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<sup>25</sup> Ratih Laily Nurjanah, “Self-Regulated Learning Strategy in Learning Activities of Literal Reading Course to Build Learning Independence,” *SALEE Study of Applied Linguistics and English Education* 4, no. 1 (2023): 296–314, <https://doi.org/10.35961/salee.v4i1.636>.

<sup>26</sup> Najva Nejabati, “The Effects of Teaching Self-Regulated Learning Strategies on EFL Students’ Reading Comprehension,” *Journal of Language Teaching and Research* 6, no. 6 (2015): 1343–48.

literal and critical. The second research focused only focused on students' self regulated learning strategy in reading. The third research Focused on the implementation of self-regulated learning strategy in literal reading course. The Fourth Research is only focused EFL students' Source of Self-Regulated learning Strategy score of literal reading course.

All studies show that Self-Directed Learning has a positive impact on literal reading and critical reading skills. Each study used methods that involved direct interaction with students, such as interviews and narrative questioning. All studies noted some challenges associated with drama, such as limitations in improving grammar or fluency. However, there are some gaps in the previous studies that the researcher mentioned above such as, the researcher's study focuses more on exploring the direct impact of self-regulated learning strategies on literal reading comprehension in EFL learners. Unlike previous studies that combine literal reading and critical reading or assess the role of SRL in promoting self-directed learning without significant attention to academic performance, my research provides a focused analysis of how SRL strategies improve students' literal reading comprehension. In addition, this research also goes beyond common observations to offer a structured evaluation of specific SRL strategies in practice, addressing their effectiveness in comprehension and their role in shaping students' reading behaviour. This research contributes to a deeper understanding of how self-regulation strategies can be optimised to improve students' literal reading ability, thus filling an existing gap in the literature.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher presents the research methodology in relation to research design, the population and sample, the procedure of the research, the instrument of the research, technique of collecting data and techniques of analyzing data.

#### **3.1 Research Design**

This research was descriptive qualitative. Descriptive qualitative is the problems in society, the procedure applicable in the community and specific situation, including relationship, activities, attitudes, views and process that ongoing on the effect of the phenomenon. It was used an approach to the qualitative study because the result of the analysis was the description of certain phenomena.

In this case, the researcher was focused to analysis the students' implementation of self regulated learning strategies in literal reading, This research also identify how the influences of students' literal reading by using self regulated learning strategies (SRL).

#### **3.2 Subject of the research**

The subject on this research is the learners from the literal reading class and participated in this research. The research took the learners class of academic year 2024 at English Tadris Study Program at the State for Islamic study (IAIN) Curup because the learners had passed literal reading course. Purposive sampling is used on this subject of research and the Purposive sampling is which the participants is are selected based on the criteria relevant

to research question<sup>27</sup>. It means that the participants are selected a form of requirement that relevant to purpose, problem, and objective of the research.

According to this research characteristics, the students were selected from third semester and this research took class of academic year 2024 at English Study Program of State Institute for Islamic Study (IAIN). The sample of this research is two students who had completed literal reading course at second semester, have a good motivation in reading, active in learning process, independent learners, Be aware of their emotional and have strategies to handle their emotions, Periodically monitor learning progress, Evaluate the obstacles, and got higher score. then the researcher regards as that criteria should have achievement in literal reading comprehension. There are 2 students have a good self-regulated learning strategies. In this study the researcher got 2 students as research subjectfor them and use of the strategy in literal reading.

### **3.3 Technique of collecting data**

#### **1. Questionnaire**

In this study, the data collection techniques employed are a questionnaire First, a questionnaire consisting questions will be distributed to students to identify their self-regulated learner (SRL) characteristics. The questions in the questionnaire are designed to explore various aspects of SRL, such as students' abilities to set learning goals, monitor their progress, and evaluate their learning

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<sup>27</sup> Nathsa Mack, *Qualitative Research Method: A Data Collector's Field Guide* (Washington, DC: Agency for International Development [USAID], 2005), 695-710.

outcomes. The results of the questionnaire will be used to select students who demonstrate strong SRL characteristics as samples for the subsequent stage. Additionally, in-depth interviews will be conducted with the selected students to gain a more comprehensive understanding of their strategies and experiences in applying SRL in their learning process of literal reading. The combination of these two techniques is expected to provide rich and detailed data.

## **2. Interview**

In this research, the researcher used interview by asking open-ended questions to collect the data by recording their responses, and the transcribing the data for analysis. The interview is one of the crucial steps in this study. In qualitative research, one of the most popular ways of gathering data is through interviews. Participants offer extensive, contextual descriptions of events interviews. Interviewing takes time, and the interviewer's ability frequently determines the quality of the data.<sup>28</sup>

The researcher conducted interview to gather information for analysis from students about their experiences studying literal reading and strategies. In this research, the researcher conducted interview with respondents selected through purposive sampling. The interviewe were conducted in their mother tongue, to put it another way, the researcher let the participants answer the questions in either Indonesian or English the language with which the

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<sup>28</sup> Byrne, "Interviewing as a Data Collection Method," *AORN Journal* 74, no. 2 (2001): p 233.

participants were most comfortable and the interview focused on the participants' self regulated learning strategies experiences in literal reading course. The interview time depends on the participants.

### **3. Narrative Inquiry**

The researcher conducted an in-depth narrative to gather narratives from students about their experiences studying literal reading. narrative inquiry prioritizes personal narratives as primary sources of data. It involves collecting and analyzing stories from interviews with the same informants as those used in the previous interview data collection. The process of narrative inquiry is similar to interviews, but in this narrative inquiry the participants are asked to write their own stories or experiences in detail during their learning process of literal reading.

The researcher provides guidelines or trigger questions to help participants organize their narratives, but ensures that these instruction remain flexible to avoid restricting their freedom of expression. After the participant complete their narrative, the filled-in worksheets will be collected by the researcher. The next step is to develop findings from this narrative analysis. These finding will be integrated with the previous interview data to obtain a more comprehensive and holistic picture of the participants' experiences in the implementation of SRL in literal reading course. In this way, narrative inquiry allows the researcher to deeply explore the subjective experience of the participants.



### **3.4 Instrument of the research**

#### **1. Questionnaire**

The questionnaire technique is used on this research for completing data from subject, the researcher also could get responses and reason from the subject. The questionnaire of this research was made and supported by self regulated learner characteristic. several indicators of this research are made by the researcher then, the researcher analyses theory of self-regulated learner by check the definition over time. After the researcher analyses and read the theory.

The questionnaire consists of five key aspects of SRL: goal setting and motivation, emotional awareness and management, progress monitoring, strategy adjustment, and obstacle evaluation and adaptation. Each question aims to explore how students set learning goals, manage their emotions, monitor their progress, adapt their learning strategies, and overcome obstacles they encounter during their studies. This instrument allows for the initial selection of students who demonstrate strong SRL characteristics, from which a smaller group will be chosen for in-depth interviews to further explore their learning processes. The use of a questionnaire provides a structured and efficient way to gather data, while the follow-up interviews will offer a deeper understanding of how these SRL characteristics are applied in real-world learning contexts.

*Table 3. 1 Blue Print of Questionnaire self regulated learning characteristic*

<b>No</b>	<b>Aspect</b>	<b>Indicators</b>	<b>Questions</b>
1.	Self regulated learners characteristic	1. Set goals	1. Do you set specific goals to expand your knowledge in your studies?
		2. Control the emotion	2. Do you use strategies to manage your emotions during learning activities?
		3. Monitor the progress	3. Do you check how well you're doing in reaching your learning goals from time to time?
		4. Improve strategies	4. Do you modify your learning strategies based on the progress you make?
		5. Evaluate the strategies	5. When you face difficulties, do you change your approach to keep moving forward?

## **2. interview Guidance**

The instrument used by researchers is an interview. Interview is involving between interviewee and interviewer, where the interviewer will be given several questions and interviewee must answer. Interview is a meeting of two humans to share some

information and mind through several questions and response<sup>29</sup>. In this research, Interview is applied to collect the data from students' self regulated learner in literal reading.

The data had been collected for answering each question 1.) How are the implementation of the phase of self-regulated learning strategies used by iain curup? 2.) How do Self-Regulated learning strategies influence students' literal reading?. Therefore, the semi-structure interview is implemented by researcher which related with teory based on the latest zimmerman's self regulated learning model and the advantages of using those strategies in literal reading.

*Table 3. 2 Blue Print of Interview Guidance: Phase self-regulated learning Strategies Interview :*

No	SRL Phases (Zimmerman and Moylan)	SRL Process	SRL Sub Process	Questions
1	Forethought phase	Task analysis	Goal setting	<ol style="list-style-type: none"> <li>1. Do you always prepare yourself before you take a literal reading course?</li> <li>2. What do you usually prepare before you take a literal reading course?</li> <li>3. How do you prepare yourself before you take a literal reading course?</li> <li>4. What goals do you set in learning</li> </ol>

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<sup>29</sup> Esterberg. In Prof. Dr. Sugiyono's Book "Metode Penelitian Tindakan Komprehensif (AlfabetaBandung, 2015) P265

				<p>literal reading course?</p> <p>5. How do you set your goal in learning literal reading course?</p>
			Strategic Planning	<p>1. Do you make some plans before taking a literal reading course?</p> <p>2. What kind of plans do you usually set before taking a literal reading course?</p> <p>3. How do you make some plans before taking a literal reading course?</p>
		Self-motivation beliefs	Self-efficacy	<p>1. Do you believe that you have enough ability to complete the reading task?</p> <p>2. How is your ability to carry out the reading task right now?</p>
			Outcome expectations	<p>3. How sure you are that you can get a high score on your reading test?</p> <p>4. How confident are you that you can answer at least 70% of the questions related to this reading test?</p> <p>5. Do you believe that successfully completing a reading task will improve your grades, skills, and confidence?</p>

			Task Interest	<ol style="list-style-type: none"> <li>6. How interesting is reading for you?</li> <li>7. How much do you enjoy reading?</li> <li>8. What are the factors that make you interested in completing the reading task?</li> </ol>
			Goal Orientation	<ol style="list-style-type: none"> <li>1. Do you know what the reading goals are?</li> <li>2. What are the purposes of learning literal reading for you?</li> <li>3. Do getting good grades and understanding the material become your purposes in learning literal reading? Why?</li> </ol>
2	Performance phase	Self Control	Task strategies	<ol style="list-style-type: none"> <li>1. Do you have strategies for reading tasks?</li> <li>2. What are they?</li> <li>3. How do you implement strategies for reading tasks?</li> </ol>
			Help seeking	<ol style="list-style-type: none"> <li>1. Whose help will you seek when you have some troubles in reading?</li> <li>2. Do you look for some sources to help you when you have trouble in reading?</li> <li>3. What are they?</li> <li>4. How do you use those sources so that you can solve the problem?</li> </ol>
			Self-instruction	<ol style="list-style-type: none"> <li>1. Do you have your own way of</li> </ol>

				<p>instructing yourself in doing the task?</p> <p>2. How do you direct yourself to do the reading task?</p> <p>3. What steps do you take to complete your reading task?</p>
			Imagery	<p>1. Do you use imagination to understand reading?</p> <p>2. How do you draw mental pictures to comprehend reading?</p> <p>3. Please explain and give examples?</p>
			Time management	<p>1. Do you manage your time for studying literal reading? How do you manage it?</p> <p>2. How do you manage your time for accomplishing reading tasks?</p> <p>3. What aspects of reading task do you consider important when planning your time for completing that task?</p> <p>4. Do deadline, task difficulty, and task priority become the important aspects you consider in time management?</p>
			Environment al structuring	<p>1. How do you create a study environment to keep your attention on the task?</p> <p>2. How do you create an environment with fewer distractions?</p>

			Interest incentives and self consequences	<ol style="list-style-type: none"> <li>1. what do you do to keep yourself reminded of your goals or challenges of the task?</li> <li>2. How do remind yourself to increase your effort and interest to achieve your goals?</li> <li>3. How do you implement self-praise and self-punishment?</li> <li>4. What do you do if you fail at a certain point in your literal reading test?</li> <li>5. Do you punish yourself?</li> <li>6. How do you create a motivating punishment so that you can keep your effort and enthusiasm?</li> </ol>
		Self-observation	Meta Cognitive monitoring/ self-monitoring	<ol style="list-style-type: none"> <li>1. Do you monitoring your learning progress?</li> <li>2. How do you review your learning progress?</li> <li>3. Do you evaluate the quality of your reading performance?</li> </ol>
			Self recording	<ol style="list-style-type: none"> <li>1. How do you record your progress in learning literal reading?</li> <li>2. Do you have structure information and evidence of your progress in learning literal reading?</li> </ol>

				3. What tools or media do you use to record your progress in learning literal reading?
3	Self Reflection phase	Self Judgment	Self-evaluation	<ol style="list-style-type: none"> <li>1. How do you know if you succeed—or fail in your progress?</li> <li>2. Do you compare self-monitored information to your criteria and goals in learning literal reading? Please explain!</li> </ol>
			Causal attribution	<ol style="list-style-type: none"> <li>3. what do you do if you succeed or fail to learn literal reading?</li> <li>4. How do you see and explain our failure or success in learning literal reading?</li> </ol>
		Self reaction	Self-satisfaction /affect	<ol style="list-style-type: none"> <li>1. How do you know if you are satisfied or not about your reading performance?</li> <li>2. How do you decide which strategies are good or not for yourself?</li> </ol>
			Adaptive/ defensive	<ol style="list-style-type: none"> <li>3. what do you do to improve your performance?</li> <li>4. How do you evaluate whether to keep using the same strategies or to use new ones to gain better outcomes in learning literal reading?</li> </ol>



Table 3. 3 Blueprint of interview guidance: The Influence of Srl in Literal Reading Course

No	SRL	The advantages for literal reading students	Question
1	Forethought phase	Srl gives students the skill to manage their time, set their own goals, and plan how they will reach the goals	<ol style="list-style-type: none"> <li>1. How Srl help you manage your time for doing the task?</li> <li>2. How does the Srl help you set your own goals?</li> <li>3. How does Srl help you reach your goals?</li> </ol>
		Srl gives students confidence in completing any task	<ol style="list-style-type: none"> <li>4. Does Srl give you confidence in completing any task? Please explain.</li> </ol>
2	Performance phase	Srl gives students more comfort in doing learning activities by providing chances for them to ask for help from the lecturer or peers.	<ol style="list-style-type: none"> <li>1. Does Srl give you comfort in doing learning activities? How?</li> <li>2. How does asking the lecturer or peers in Srl give you comfort in doing reading activities in literal reading class?</li> </ol>
		Srl helps students know their ability and mastery better	<ol style="list-style-type: none"> <li>2. Does Srl help you know your ability and mastery better? How?</li> </ol>
3	Self-reflection	Srl gives students an advantage to evaluate themselves for improvement.	<ol style="list-style-type: none"> <li>1. How does Srl help you evaluate yourself for improvement?</li> </ol>

## 2. Narrative Inquiry

After conducting interviews the researcher use narrative inquiry. Participant may be asked to provide written narratives or personal journals reflecting on spesific experiences to asnwer each question in this research which are 1.) How are the implementation of the phase of self-regulated learning strategies used by iain curup? 2.)

How do Self-Regulated learning strategies influence students' literal reading?.

In this research, the experiences referred to are those of the participants in their literal reading course. Participants create their written notes and submit them to the researcher after complete it. This written notes provide rich insight into the thoughts, emotions, and reflection of individual experiences regarding their learning process of literal reading and the researcher reading and re-reading the narratives to gain a comprehensive and deep understanding of the content and context based on their experiences.

*Table 3.4 Students' Narrative findings about Srl phase in literal reading*

No	Srl Phase	Process	NARRATIVES
			Findings
1	Forethought phase	Task analysis <ul style="list-style-type: none"> <li>• <i>Goal setting</i></li> <li>• <i>Strategic planning</i></li> </ul>	
		Self-motivational beliefs <ul style="list-style-type: none"> <li>• <i>Self-efficacy</i></li> <li>• <i>Outcome expectations</i></li> <li>• <i>Task interest/value</i></li> <li>• <i>Goal orientation</i></li> </ul>	
2	Performance phase	Self-control <ul style="list-style-type: none"> <li>• <i>Task strategies</i></li> </ul>	

		<ul style="list-style-type: none"> <li>• <i>Help seeking</i></li> <li>• <i>Self Instructions</i></li> <li>• <i>Imagery</i></li> <li>• <i>Time management</i></li> <li>• <i>Environmental structuring</i></li> <li>• <i>Interest incentives and self-consequences</i></li> </ul>	
		Self-observation <ul style="list-style-type: none"> <li>• <i>Metacognitive monitoring</i></li> <li>• <i>Self-recording</i></li> </ul>	
3	Self-reflection phase	Self Judgment <ul style="list-style-type: none"> <li>• <i>Self-evaluation</i></li> <li>• <i>Causal attributions</i></li> </ul>	
		Self reactions <ul style="list-style-type: none"> <li>• <i>Self-satisfaction/affect</i></li> <li>• <i>Adaptive/defensive</i></li> </ul>	

*Table 3. 5 Narrative Inquiry Findings on Students Literal Reading*

No	SRL phases	The advantages for literal reading students	NARRATIVES
			Findings
1	Forethought phase	SRL gives students the skill to manage their time, set their own goals, and plan how they will reach the goals	
		Srl gives students confidence in completing any task	
2	Performance phase	Srl gives students more comfort in doing learning activities providing	

		chances for them to ask for help from the lecturer or peers.	
		Srl helps students know their abilities and mastery better.	
3	Self-reflection	Srl gives students a chance to evaluate themselves for improvement.	

### 3.5 Technique of Data Analysis

#### 1. Qualitative data analysis

The data analysis technique in this study is the data analysis technique proposed by Miles and Hurbeman;

##### a. Data Reducing

Reducing data means summarizing, determining what is important, focusing on the main things, and removing data that is not needed. Thus, when the data is reduced, the data will be more obvious & of course it will make it easier for researchers to collect further data, and finding data back will also be easier if needed.

##### b.Data Display

According to Miles and Hubermann, data representation is information that can be inferred to simplify the content of the data and does not reduce the data. This is usually a form of qualitative narrative research. We hope that by presenting the data, researchers will be able to easily understand the existing data and plan future work.

##### c. Conclusion Drawing or Verification

Concluding or Verification is an activity that determines the meaning of all the data that a researcher collects by inferring and looking for relationships, similarities, and differences. Conclusion is the final step in data analysis.<sup>30</sup>

#### d. Triangulation

In the domain of qualitative research, the credibility of a study is paramount in determining its value. In such investigations, trustworthiness serves to substantiate the claim that the study's conclusions are deserving of attention. Loh propose that the determination of the trustworthiness of qualitative data is informed by four criteria: transferability (applicability), neutrality (confirmability), consistency (dependability), and credibility (real value).<sup>31</sup> The credibility of the data is established through its use to support the value of the research, with triangulation used to achieve this. According to Denzin, triangulation involves four methods: methodological, theoretical, source, and researcher triangulation.<sup>32</sup> In this study, triangulation was achieved by presenting data from interviews and narrative inquiry. In qualitative research, data can be categorised as valid if it is considered reliable .

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<sup>30</sup> Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: A methods sourcebook* (2nd ed.). SAGE Publications.

<sup>31</sup> Jason Loh, "Inquiry into Issues of Trustworthiness and Quality in Narrative Studies: A Perspective," *Qualitative Report* 18, no. 33 (2013), <https://doi.org/10.46743/2160-3715/2013.1477>.

<sup>32</sup> Norman K. Denzin, "Triangulation 2.0\*," *Journal of Mixed Methods Research* 6, no. 2 (2012): 80–88, <https://doi.org/10.1177/1558689812437186>.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter present the research finding and discussion to answer the research question. The findings are gathered from interview and narrative inquiry that the researcher has done. The detaile explanation is presentated below :

#### **4.1 Findings**

This section present presents the implementation of SRL and how the influence of SRL according to Srl students in learnaning literal reading. The story will be presented into two analysis, namely; the students phase of Srl strategies and The influence of Srl on students literal reading. There were 2 students who became subjects in this study, 2 students who were willing to be interviewed and then filled out a narrative inquiry, so this research was carried out on November 24, 2024 to November 29, 2024.

In this chapter, the research aims to answer the research question in the first chapter and there are; 1) How is the condition of Self Regulated Learning Starategy (SRL) among students in learning of literal reading course? 2) How are the implementation on the phase of self-regulated learning strategies used by iain curup student in learning activities of literal reading course? 3) How do self regulated learning strategies influence students' literal reading course ?

## **1. The condition of Self Regulated Learning Starategy (SRL) among students in learning of literal reading course**

In this section, the researcher conducted a study to obtain data on whether the characteristics of self-regulated learners are really possessed by students or not, by giving the questionnaire developed based on specific criteria. The researcher distributed the questionnaire to 32 students in the third semester at IAIN Curup as respondents in this study.

Based on the results of the questionnaire above, which consisted of a total of 5 questions, 6 students indicating that these students really have self-regulated learner characteristics during the literal reading course. Meanwhile, 26 students answer to the questions in the questionnaire, indicating that these students do not have self-regulated learner characteristics in the literal reading course.

## **2. The phase of Self-regulated Learning strategy in literal reading**

To answer the second research question by the research, The researcher used both Interview data and narrative data to answer the question. The question is “How are the implementation on the phase of self- regulated learning strategies used by iain curup student in learning activities of literal reading course? “The participants were interviewed on November 24, 2024 to November 26, 2022 by the researcher based on the students' self-regulated learning strategies and as a result, the researcher obtained findings related to the self-regulated learning strategies used by 2 Tadris English students at Institut Agama Islam Negeri (IAIN) Curup. The result of this study is that the

researcher obtained the findings of the phase of self-regulated learning strategies in the course of literal reading used by 2 students of Tadris English at Institut Agama Islam Negeri (IAIN) Curup and can be seen in the table below:

*Table 4. 1 Phase of self-regulated learning strategy used by iain curup student in literal reading*

No	Phase	Indicator	Sub Indicator	Student I	Student II
1	<i>Forethought phase</i>	<i>Task analysis</i>	• <i>Goal setting</i>	✓	✓
			• <i>Strategic planning</i>	✓	✓
		<i>Self motivational beliefs</i>	• <i>Self efficacy</i>	✓	✓
			• <i>Outcome expectatios</i>	✓	✓
			• <i>Task interest/ value</i>	✓	✓
			• <i>Goal orientation</i>	✓	✓
2	<i>Performanc e phase</i>	<i>Self Control</i>	• <i>Task strategies</i>	✓	✓
			• <i>Help seeking</i>	✓	✓
			• <i>Self Instructions</i>	✓	✓
			• <i>Imagery</i>	✓	✓
			• <i>Time management</i>	✓	✓
			• <i>Environmental structuring</i>	✓	✓
			• <i>Interest incentives &amp; self consequences</i>	✓	✓
		<i>Self observation</i>	• <i>Meta cognitive monitoring</i>	✓	✓



			<ul style="list-style-type: none"> <li>• <i>Self recording</i></li> </ul>		
3	<i>Self reflection phase</i>	<i>Self Judgment</i>	<ul style="list-style-type: none"> <li>• <i>Self evaluation</i></li> <li>• <i>Causal attributions</i></li> </ul>	✓	✓
		<i>Self Reactions</i>	<ul style="list-style-type: none"> <li>• <i>Self satisfaction/affect</i></li> <li>• <i>Adaptive/defensive</i></li> </ul>	✓	✓

Based on the table above, the researcher concluded that. There are 2 students of the Tadris English study program at Institut Agama Islam Negeri (IAIN) Curup who use 3 phases of self-regulated learning strategies in learning literal reading. The explanation of the three phases of self-regulated learning strategies in learning literal reading used by the 2 students can be seen in the explanation below;

**a. The Interview Data**

In this interview data, based on the students' self-regulated learning strategy phases and results, the researcher obtained findings related to self-regulated learning strategies in learning literal reading used by 2 students of the English study program at the State for the Study of English.

*Table 4. 2 The Result of Interview the first Respondent*

No	SRL Phases (Zimmerman and Moylan)	SRL Process	SRL Sub Process	Findings
1	Forethought phase	Task analysis	Goal setting	<ol style="list-style-type: none"> <li>1. Preparing the material.</li> <li>2. setting clear goals</li> </ol>

				3. following through by steps
			Strategic Planning	<ol style="list-style-type: none"> <li>1. Organizing a study schedule</li> <li>2. planning study sessions.</li> <li>3. Preparing notes.</li> <li>4. Reviewing the material to ensure prepared.</li> </ol>
		Self-motivation beliefs	Self-efficacy	<ol style="list-style-type: none"> <li>1. believing can do reading assignments well.</li> <li>2. feeling confident in complete assignments successfully.</li> <li>3. completing assignments optimally and with high quality.</li> </ol>
			Outcome expectations	<ol style="list-style-type: none"> <li>1. Feeling confident but knows more practice is needed to improve.</li> <li>2. Attributing the ability to answer 70% of questions to consistent practice.</li> <li>3. Believing good performance will lead to better grades, confidence, and reading skills.</li> </ol>
			Task Interest	<ol style="list-style-type: none"> <li>1. Enjoy reading, when it aligns with personal interests or studies.</li> <li>2. feeling proud when understand the content of text.</li> <li>3. Motivation comes from assignments that improve grades</li> </ol>
			Goal Orientation	<ol style="list-style-type: none"> <li>1. The goal is to fully understand the text for better comprehension and</li> </ol>

				<p>to answer questions correctly.</p> <ol style="list-style-type: none"> <li>2. Prioritizing good grades as a measure of success.</li> <li>3. Focusing on improving reading and comprehension skills. to achieve these goals.</li> </ol>
2	Performance phase	Self Control	Task strategies	<ol style="list-style-type: none"> <li>1. Using a strategy to understand the text.</li> <li>2. Starting with a quick read to grasp the general idea of the text.</li> <li>3. Identifying key points relevant to the questions or tasks.</li> <li>4. Reading carefully, striving to understand every sentence for deeper comprehension.</li> </ol>
			Help seeking	<ol style="list-style-type: none"> <li>1. seeking help from friends or lecturers for help</li> <li>2. Utilizing various to improve understanding.</li> <li>3. Taking initiative to explore various resources to overcome challenges in understanding.</li> </ol>
			Self-instruction	<ol style="list-style-type: none"> <li>1. setting a specific study times and motivae themselves with rewards.</li> <li>2. Creating a task list</li> </ol>
			Imagery	<ol style="list-style-type: none"> <li>1. using visualization to better understanding.</li> <li>2. using of imagination making the text more</li> </ol>

				relateable and memorable.
			Time management	<ol style="list-style-type: none"> <li>1. setting specific times for studying</li> <li>2. creating a daily schedule</li> <li>3. organizing tasks by priority and taking breaks in between to maintain focus.</li> <li>4. breaking task into smaller sections to avoid feeling overwhelmed.</li> <li>5. managing difficult tasks to avoid procrastination</li> </ol>
			Environmental structuring	<ol style="list-style-type: none"> <li>1. choosing a quiet place to study</li> <li>2. Avoiding distractions</li> </ol>
			Interest incentives and self consequences	<ol style="list-style-type: none"> <li>1. writing study goals in a notebook to keep focused and remind themselves</li> <li>2. making a task list to stay organized and structured</li> <li>3. emphasizing the importance of learning from mistakes rather than punishing themselves.</li> <li>4. prioritizing learning from mistakes and strive to do better in the future.</li> </ol>
		Self-observation	Meta Cognitive monitoring/ self-monitoring	<ol style="list-style-type: none"> <li>1. checking the progress to evaluate</li> <li>2. reviewing notes and learning process to track and identify areas that still need improvement.</li> <li>3. assessing how well the ability to understand the</li> </ol>

				material and how accurately can answer questions.
			Self recording	<ol style="list-style-type: none"> <li>1. taking notes about the progress.</li> <li>2. checking the results of reading tests to measure improvement.</li> <li>3. using manual notes or the phone to keep track of the progress and tasks.</li> </ol>
3	Self Reflection phase	Self Judgment	Self-evaluation	<ol style="list-style-type: none"> <li>1. using test results to determine success or failure,</li> <li>2. comparing the test results with the set goals to assess progress.</li> <li>3. using test outcomes to evaluate the progress</li> </ol>
			Causal attribution	<ol style="list-style-type: none"> <li>1. celebrating success by taking a short rest.</li> <li>2. view failure as an opportunity to learn, and focus on identifying mistakes.</li> <li>3. Success serves as motivation to strive for better results, driving continued progress.</li> </ol>
		Self reaction	Self-satisfaction/affect	<ol style="list-style-type: none"> <li>1. evaluating the satisfaction based on how well literal reading performance</li> <li>2. evaluating the effectiveness of the strategies</li> <li>3. Reflect on performance and adjust strategies to improve results.</li> </ol>

			Adaptive/ defensive	<ol style="list-style-type: none"> <li>1. improving the reading performance through ongoing learning and practice</li> <li>2. Evaluating reading strategies based on long-term results, trying new ones if needed, and continues with successful strategies.</li> </ol>
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*Table 4. 3 The Result of Interview The second respondent*

No	SRL Phases (Zimmerman and Moylan)	SRL Process	SRL Sub Process	Findings
1	Forethought phase	Task analysis	Goal setting	<ol style="list-style-type: none"> <li>1. preparing the study material to ensure organized.</li> <li>2. making small notes outlining the learning goals,</li> <li>3. staying prepared and goal-oriented.</li> </ol>
			Strategic Planning	<ol style="list-style-type: none"> <li>1. Preparing a plan before starting the reading course.</li> <li>2. Reviewing past material to build a foundation for the new topic</li> <li>3. focusing on understanding the learning objectives</li> <li>4. preparing notes</li> <li>5. Compiling a framework for the topic</li> </ol>
		Self-motivation beliefs	Self-efficacy	<ol style="list-style-type: none"> <li>1. feeling confident in the ability to complete literal reading assignments,</li> </ol>

				<ol style="list-style-type: none"> <li>2. assess the current performance in completing assignments as quite good.</li> </ol>
			Outcome expectations	<ol style="list-style-type: none"> <li>1. Estimating the ability to answer questions correctly at 70%, acknowledging a 30% margin for potential errors.</li> <li>2. avoiding overly high expectations, helping to manage pressure and stress.</li> <li>3. Confident that completing assignments well improves skills and self-confidence.</li> <li>4. demonstrating a commitment to ongoing development in learning.</li> </ol>
			Task Interest	<ol style="list-style-type: none"> <li>1. Enjoyment of reading depends on the content's relevance and interest.</li> <li>2. Motivated to read and study due to student responsibilities.</li> <li>3. Motivation to read is driven by the goal of completing the course successfully.</li> </ol>
			Goal Orientation	<ol style="list-style-type: none"> <li>1. Focus on improving comprehension skills and reading strategies.</li> <li>2. Achieving good grades as the reflect understanding and performance.</li> </ol>

2	Performance phase	Self Control	Task strategies	<ol style="list-style-type: none"> <li>1. Using strategies to maximize results in reading assignments.</li> <li>2. Prioritizing reading the text thoroughly for deep understanding.</li> <li>3. Strategies include underlining key points and taking notes.</li> <li>4. Use speed reading techniques to process text efficiently while maintaining comprehension.</li> <li>5. Reread the text if necessary to reinforce understanding.</li> </ol>
			Help seeking	<ol style="list-style-type: none"> <li>1. Seeking help from peers or lecturers to enhance understanding.</li> <li>2. Engaging in discussions with friends to clarify the struggle.</li> <li>3. Using online sources to supporting understanding.</li> </ol>
			Self-instruction	<ol style="list-style-type: none"> <li>1. Setting personal deadlines to ensure tasks are completed on time.</li> <li>2. Creating a schedule and set targets to stay organized and productive.</li> <li>3. Actively avoid distractions to maintain focus.</li> <li>4. Reading and following instructions is key to completing tasks effectively.</li> <li>5. Prioritize doing tasks properly, focusing on</li> </ol>



				detail and thoroughness.
			Imagery	<ol style="list-style-type: none"> <li>1. Using imagination to better understand the text</li> <li>2. Creating mental images to make the text more relatable.</li> <li>3. Visualizing the content helps grasp details and the overall message effectively.</li> </ol>
			Time management	<ol style="list-style-type: none"> <li>1. Organizing study time by creating a schedule to stay on track.</li> <li>2. Managing tasks into smaller parts and prioritize them by difficulty, tackling the hardest first.</li> <li>3. Completing tasks on time</li> </ol>
			Environmental structuring	<ol style="list-style-type: none"> <li>1. Choosing a quiet study space to minimize distractions.</li> <li>2. Ensuring all necessary materials are ready before starting to study.</li> <li>3. Eliminating the distractions</li> </ol>
			Interest incentives and self consequences	<ol style="list-style-type: none"> <li>1. Writing goals in a notebook or set reminders to stay focused.</li> <li>2. Remembering the benefits of completing tasks for future success.</li> <li>3. Rewarding oneself with something</li> </ol>

				<p>enjoyable after reaching goals.</p> <ol style="list-style-type: none"> <li>4. Analyzing mistakes and work to improve through further study.</li> <li>5. Stay motivated and keep trying, even if confidence is low.</li> <li>6. Committing to better discipline to stay on track and improve.</li> </ol>
		Self-observation	Meta Cognitive monitoring/ self-monitoring	<ol style="list-style-type: none"> <li>1. Tracking development and achievements by recording them in notes.</li> <li>2. reviewing progress by checking study notes and comparing results.</li> <li>3. Identifying weaknesses by comparing test results</li> <li>4. Adjust learning methods based on evaluations to improve effectiveness for future tasks.</li> </ol>
			Self recording	<ol style="list-style-type: none"> <li>1. Measuring progress in reading by how quickly understand the text and answer questions.</li> <li>2. Tracking progress with personal notes and practice tests to monitor improvements.</li> </ol>
3	Self Reflection phase	Self Judgment	Self-evaluation	<ol style="list-style-type: none"> <li>1. Measuring success by how quickly and accurately comprehend the text</li> <li>2. Comparing progress with initial goals, like improving reading</li> </ol>

				skills and comprehension, to assess success.
			Causal attribution	<ol style="list-style-type: none"> <li>1. Continue using effective techniques.</li> <li>2. Evaluating and seek better methods fro improve</li> <li>3. Seeing failure as a learning opportunity</li> <li>4. View success as progress in reading skills.</li> </ol>
		Self reaction	Self-satisfaction/ affect	<ol style="list-style-type: none"> <li>1. Feeling satisfied with reading when understanding the text and answering confidently.</li> <li>2. Trying different methods to find the best reading strategy.</li> <li>3. Evaluating strategies by how much comprehension and accuracy improve.</li> </ol>
			Adaptive/ defensive	<ol style="list-style-type: none"> <li>1. Improving performance by reading more often and expanding vocabulary.</li> <li>2. Evaluating reading strategies by comparing results.</li> <li>3. Evaluating based on which strategy improves comprehension faster.</li> </ol>

The findings from the interviews with two respondents regarding their self-regulated learning processes provide valuable insights into their

strategies in literal reading. The implementation of SRL that the researcher found from students were : In the Forethought phase, which broken into two process. First, *Task analysis* that include several sub process, *Goal setting* and *strategic planning*. From the interview results for goal setting, both students affirmed that preparation and structure are crucial for improving skills and achieving a smooth and effective learning experience and in *Strategic Planning* both students adopted a structured and goal-oriented approach to their studies. The strategies give their focus on preparation, review and strategic planning to master study skills.

Second process in the forethought phase is *self-motivation beliefs* include *self efficacy*, in this self efficacy process the students showed strong confidence and commitment to complete the literal reading task successfully, emphasizing on preparation and quality. their approach showed a similar focus on preparation, confidence and dedication to achieving excellence score on their task. *Outcome Expectations* which both students were confident in their abilities but remained committed to continuous improvement. *Task Interest/ Value* which showed that both students enjoy reading, but their motivation is influenced by personal interests and academic goals. They are motivated by tasks that can improve their grades or provide academic value, focusing on personal and academic growth. *Goal Orientation* showed that both students focused on improving their reading comprehension and achieving academic success. with good grades as the main indicator of success. They were dedicated to continuously improving their reading and comprehension skills. They

value the learning process and good grades as a sign of academic competence.

The second phase is performance which characterized by two process: self-control and self observation. in self-control which has seven sub proceses, task strategies showed both students use effective reading strategies to improve their understanding and performance on assignments. *Help Seeking*, based on the interview data, the reseacher found that students actively seek help and use additional resources to improve their understanding. the students reaches out to friends, lecturers, and external materials like videos and reference books to make the material clearer and uses online resources such as books and journals. *Self Instructions*, the students use effective strategies to stay organized and motivated when completing tasks. Students motivated themselves with rewards, like a movie or snack, after finishing tasks. start with the easiest ones to build momentum, carefully read the text and questions, also Student they sets personal deadlines, creates a schedule with specific targets, and avoids distractions to stay on track also carefully follow instructions and seek references to improve the understanding. *Imagery*, the students use visualization to better understanding and engaging with the text. Student I imagines scenarios or situations described in the text, making the content more relatable and easier to remember. This helps to connect more deeply with the material. *Time Management*, the reseacher found that the students use time management and organization to stay on top of their studies. They set specific study times with breaks in between,

creates a daily schedule, and breaks larger tasks into smaller parts to avoid feeling overwhelmed. Prioritize starting tasks early to avoid procrastination and ensure to complete assignments on time to reduce stress. *Environmental Structuring*, the students focus on creating a free distraction and organized study environment to improve focus and productivity. They choose quiet spaces, organizes their desk to keep essentials nearby, and minimizes interruptions by turning off phone notifications and removing distractions. *Interest Incentives & Self Consequences*, the Students writes study goals to stay focused, uses task lists to stay organized, and views mistakes as learning opportunities rather than setbacks., stays motivated by thinking about the long-term benefits of completing tasks, and rewards themselves with enjoyable treats as positive reinforcement. They analyze their mistakes, identify weaknesses, and put in extra effort to improve. They also focus on staying motivated even during challenges.

The second performance process is self-observation which include *metacognitive monitoring*, the researcher found that students regularly evaluates their progress to ensure they are gaining a better understanding of the material, reviews notes to identify areas for improvement, and assesses their ability to answer questions accurately. They prioritize identifying weaknesses and take proactive steps to evaluate improvement and pinpoint weaknesses. they adjust their learning methods to make them more effective for future tasks. *Self Recording*, both students focus on tracking and evaluating their progress to improve their reading skills and

understanding. Student uses notes and practice test, either manually or on their phone, to monitor their progress and tasks. They measure improvement by how quickly and easily they can solve questions and review test results to gauge growth as indicators of improvement. They actively evaluate their learning outcomes and adjust their approach to achieve better results.

In the third phase which is *self-reflection*, the first process is self judgment with two sub process: *self evaluation*, students track progress by use test results and the ability to comprehend text quickly and accurately. to measure success or failure, comparing them with their goals, such as mastering faster reading. Evaluate their progress based on these outcomes and adjust their learning strategies to achieve better results. *Causal Attributions*, the students approach success and failure with a focus on learning and self-improvement. They view failure as a learning opportunity and see success as evidence of progress in their reading skills. They see success and failure as tools for learning and continuous improvement.

The second process of self reflection phase is *self reaction* with two sub process: *self satisfaction/affect* which students evaluate their reading performance by focusing on understanding, and the effectiveness of their strategies. They regularly reflect on their performance and strategies, making adjustments to improve results. They try different strategies to find the most effective one, assessing their success based on improved comprehension and accurate answers. They prioritize evaluating

and refining their reading approaches to achieve better understanding and performance. *Adaptive/Defensive*, the students work to improve their reading skills through practice and strategy evaluation. If a strategy does not show improvement, they are willing to try new ones. If a strategy leads to better skills, they continue using it. They compare the effectiveness of different strategies, focusing on which one provides better and faster comprehension.

Based on the interview above, the researcher found from 3 phase of self regulated learning strategies offered, it is proven that 2 respondents use all of these strategies. these result prove that strategies used by students are varied and flexible because they can apply all existing strategies.

#### **b. The Narrative Data**

Narrative data was collected to reinforce the findings of the in-depth interviews and to determine whether the interview findings were consistent with or contradicted the narrative data findings. The narrative inquiry conducted on self-regulated learning behaviors revealed interesting findings on how students manage their learning process. In the forethought phase, students demonstrated the ability to prepare well through specific goal setting and structured strategic planning. Not only do they make plans, but they also consider their own abilities and learning styles, which shows a high level of self-awareness in the learning process of literal reading

In the performance phase, the researcher found findings that how students develop and use a variety of effective learning strategies. They



show creativity in organizing the learning process by breaking down complex tasks into more manageable parts, using visualization techniques for better understanding, and creating a conducive learning environment. More importantly, students showed maturity in recognizing their limitations and did not hesitate to seek help when needed, proving that effective learning often involves collaboration and support from others.

The self-reflection phase revealed a deeper aspect of the learning process. Students showed emotional maturity in dealing with their learning outcomes, using grades not only as an indicator of success, but as an evaluation tool for improvement. Their positive attitude toward failure and willingness to adapt demonstrated that effective learning requires mental resilience and flexibility in the face of challenges.

The results also show that self-regulated learning is a very personal and human process. Success in learning is not only measured by academic achievement, but also by personal growth and the development of life skills. Students demonstrated how self-regulated learning strategies helped them develop not only academic skills, but also important skills such as time management, problem solving, and self-confidence.

Furthermore, the results of this study shows that the self-regulated learning approach contributes to the development of skills that will be beneficial especially in literal reading learning. This confirms that self-regulated learning is not only about academic achievement, but also about character building and developing one's full potential.

*Table 4. 4 The Result of Narratives The First Respondent*

No	Srl Phase	Process	NARRATIVES
			Findings
1	Forethought phase	Task analysis <ul style="list-style-type: none"> <li>• <i>Goal setting</i></li> <li>• <i>Strategic planning</i></li> </ul>	<i>Goal setting</i> <ul style="list-style-type: none"> <li>• setting a specific learning goal</li> </ul> <i>Strategic Planning</i> <ul style="list-style-type: none"> <li>• creating a study plan with a regular schedule</li> </ul>
		Self-motivational beliefs <ul style="list-style-type: none"> <li>• <i>Self-efficacy</i></li> <li>• <i>Outcome expectations</i></li> <li>• <i>Task interest/value</i></li> <li>• <i>Goal orientation</i></li> </ul>	<i>Self efficacy</i> <ul style="list-style-type: none"> <li>• Feeling confidence in their ability to perform well in exams after studying.</li> <li>• The confidence increased the student's enthusiasm and motivation to continue learning.</li> </ul> <i>Outcome expectations</i> <ul style="list-style-type: none"> <li>• hoping for good grades motivates hard work.</li> </ul> <i>Tak Interest/Value</i> <ul style="list-style-type: none"> <li>• Realizing the task was important for the final grade pushed the student to take it seriously.</li> <li>• committed to doing the task well.</li> </ul> <i>Goal Orientations</i>

			<ul style="list-style-type: none"> <li>• Having a clear plan helped to stay organized</li> <li>• setting goals make the student successfully completed the task</li> </ul>
2	Performance phase	<p>Self-control</p> <ul style="list-style-type: none"> <li>• <i>Task strategies</i></li> <li>• <i>Help seeking</i></li> <li>• <i>Self Instructions</i></li> <li>• <i>Imagery</i></li> <li>• <i>Time management</i></li> <li>• <i>Environmental structuring</i></li> <li>• <i>Interest incentives and self-consequences</i></li> </ul>	<p><i>Task strategies</i></p> <ul style="list-style-type: none"> <li>• Breaking the callanges task to make it more manageable.</li> <li>• focusing on completing the hardest part first.</li> <li>• they stayed on track By working through each sections</li> </ul> <p><i>Help Seeking</i></p> <ul style="list-style-type: none"> <li>• Seeking help from a friend who understood the task better.</li> <li>• With friend's support, the student able to complete the chalenges task successfully.</li> </ul> <p><i>Self Instructions</i></p> <ul style="list-style-type: none"> <li>• motivating with reminders like "do it little by little" or "do it now, rest later."</li> <li>• managing to complete the tasks successfully without procrastinating</li> </ul> <p><i>Imagery</i></p> <ul style="list-style-type: none"> <li>• visualizing elements of sentences as real images</li> <li>• This technique helps the student understand</li> </ul>

		<p>concepts more effectively.</p> <p><i>Time Management</i></p> <ul style="list-style-type: none"> <li>• making a daily schedule to stay organized and manageable.</li> <li>• time management helping finish everything without feeling overwhelmed.</li> <li>• time management helping productive and stress-free.</li> </ul> <p><i>Environmental structuring</i></p> <ul style="list-style-type: none"> <li>• cleaning up the desk and organizes the space.</li> <li>• avoid distractions.</li> <li>• making more comfortable to study</li> </ul> <p><i>Interest incentives and self-consequences</i></p> <ul style="list-style-type: none"> <li>• Enjoyable do the task Boost excitement and motivation to get the work done.</li> <li>• keeping motivated with reward after completing the task</li> </ul>	
	<p>Self-observation</p> <ul style="list-style-type: none"> <li>• <i>Metacognitive monitoring</i></li> <li>• <i>Self-recording</i></li> </ul>		<p><i>Metacognitive Monitoring</i></p> <ul style="list-style-type: none"> <li>• Reviewing the progress and reflects on it.</li> <li>• motivating to study more and put in extra effort and stay committed to getting better.</li> </ul>

			<p><i>Self Recording.</i></p> <ul style="list-style-type: none"> <li>• tracking the growth by reviewing notes, assignments, and grades.</li> <li>• Seeing the progress motivate to keep moving forward.</li> </ul>
3	Self-reflection phase	<p>Self Judgment</p> <ul style="list-style-type: none"> <li>• <i>Self-evaluation</i></li> <li>• <i>Causal attributions</i></li> </ul>	<p><i>Self Evaluation</i></p> <ul style="list-style-type: none"> <li>• good grades, as it indicates the progress is successful.</li> <li>• If the grades are poor, something needs improvement.</li> </ul> <p><i>Causal Attributions</i></p> <ul style="list-style-type: none"> <li>• Evaluating the understanding based on results</li> <li>• If the results are lacking, review the difficult parts again.</li> </ul>

		<p>Self reactions</p> <ul style="list-style-type: none"> <li>• <i>Self-satisfaction/affect</i></li> <li>• <i>Adaptive/defensive</i></li> </ul>	<p><i>Self Satisfaction/Affect</i></p> <ul style="list-style-type: none"> <li>• continue using the same strategy When feel satisfied with the results,.</li> <li>• evaluating the approach and look for ways to improve it.</li> </ul> <p><i>Adaptive/Defensive</i></p> <ul style="list-style-type: none"> <li>• Staying positive after experiencing failure.</li> <li>• Using failure as motivation</li> </ul>
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Table 4. 5 The result of Narrative Data The second participant

No	Srl Phase	Process	NARRATIVES
			Findings
1	Forethought phase	<p>Task analysis</p> <ul style="list-style-type: none"> <li>• <i>Goal setting</i></li> <li>• <i>Strategic planning</i></li> </ul>	<p><i>Goal setting</i></p> <ul style="list-style-type: none"> <li>• Learning starts with understanding the purpose to stay focused and clear.</li> <li>• Creating a plan of learning progress</li> </ul> <p><i>Strategic Planning</i></p> <ul style="list-style-type: none"> <li>• Selecting the right methods to make sure effective learning</li> <li>• Creating a plan to know what steps to take next</li> </ul>

		<p>Self-motivational beliefs</p> <ul style="list-style-type: none"> <li>• <i>Self-efficacy</i></li> <li>• <i>Outcome expectations</i></li> <li>• <i>Task interest/value</i></li> <li>• <i>Goal orientation</i></li> </ul>	<p><i>Self Efficacy</i></p> <ul style="list-style-type: none"> <li>• believing giving the best from the beginning, aiming for perfection in completing the task</li> <li>• feeling confident can complete the task well</li> </ul> <p><i>Outcome expectations</i></p> <ul style="list-style-type: none"> <li>• Believing can achieve satisfying results</li> <li>• High motivation and a bit of obsession with the goals</li> </ul> <p><i>Task interest/Value</i></p> <ul style="list-style-type: none"> <li>• task feels interesting depends on the task itself.</li> <li>• Regarding all tasks are the responsibility</li> <li>• committed to giving the best effort for the task</li> </ul> <p><i>Goal orientation</i></p> <ul style="list-style-type: none"> <li>• setting specific time for doing the tasks</li> <li>• prioritizing understanding the task thoroughly</li> <li>• Breaking tasks into smaller parts makes it easier</li> </ul>
2	Performance phase	<p>Self-control</p> <ul style="list-style-type: none"> <li>• <i>Task strategies</i></li> <li>• <i>Help seeking</i></li> <li>• <i>Self Instructions</i></li> <li>• <i>Imagery</i></li> <li>• <i>Time management</i></li> <li>• <i>Environmental structuring</i></li> </ul>	<p><i>Task strategies</i></p> <ul style="list-style-type: none"> <li>• <b>setting a schedule and building motivation before starting tasks</b></li> <li>• <b>Gathering references beforehand</b></li> <li>• stick to the schedule plan to stay on track</li> </ul> <p><i>Help seeking</i></p>

		<ul style="list-style-type: none"> <li>• <i>Interest incentives and self-consequences</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Asking Friends for Help who understand the topic better</b></li> </ul> <p><i>Self Instructions</i></p> <ul style="list-style-type: none"> <li>• Using Negative Outcomes as Motivation.</li> <li>• Staying Disciplined Even the motivation low</li> </ul> <p><i>Imagery</i></p> <ul style="list-style-type: none"> <li>• Using Imagination to Learn</li> <li>• Visualizing to Understand the material clearly</li> </ul> <p><i>Time management</i></p> <ul style="list-style-type: none"> <li>• managing the time by prioritizing the most important tasks first.</li> <li>• By prioritizing make the focus remains on what's most urgent or important</li> </ul> <p><i>Environmental structuring</i></p> <ul style="list-style-type: none"> <li>• <b>choosing camporable room for better focus while studying.</b></li> <li>• Choosing the Right Environment <b>for more concentrate for supportfocus and productive</b></li> </ul> <p><i>Interest incentives and self consequences</i></p> <ul style="list-style-type: none"> <li>• Pushing Through Boredom <b>Even when learning feels boring.</b></li> <li>• Staying Committed to <b>understand and finish tasks well</b></li> <li>• stay motivated by</li> </ul>
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			focusing on the bigger goal
		<p>Self-observation</p> <ul style="list-style-type: none"> <li>• <i>Metacognitive monitoring</i></li> <li>• <i>Self-recording</i></li> </ul>	<p><i>Metacognitive monitoring</i></p> <ul style="list-style-type: none"> <li>• Reviewing the progress to see the understand the material.</li> <li>• Revisiting the task make feel more confident in understanding .</li> </ul> <p><i>Self recording</i></p> <ul style="list-style-type: none"> <li>• Tracking learning Progress by notes</li> <li>• Feeling Proud of Progress <b>When notice improvement</b></li> </ul>
3	Self-reflection phase	<p>Self Judgment</p> <ul style="list-style-type: none"> <li>• <i>Self-evaluation</i></li> <li>• <i>Causal attributions</i></li> </ul>	<p><i>Self evaluation</i></p> <ul style="list-style-type: none"> <li>• analyzing and comparing the grades.</li> <li>• Measuring Achievement or grades serve as a reflection of efforts.</li> </ul> <p><i>Causal attributions</i></p> <ul style="list-style-type: none"> <li>• analyzing the weaknesses in literal reading to learn and improve.</li> <li>• Learning from Both Success and Failure as valuable motivation.</li> </ul>
		<p>Self reactions</p> <ul style="list-style-type: none"> <li>• <i>Self-satisfaction/affect</i></li> <li>• <i>Adaptive/defensive</i></li> </ul>	<p><i>Self satisfactions/affect</i></p> <ul style="list-style-type: none"> <li>• Feeling Proud of Achievements and satisfied when grades are good</li> <li>• Staying motivating and push forward if dissapointed with the grades</li> <li>• Focusing on keep learning and striving to</li> </ul>

			<p>improve reading performance with effective strategies</p> <p><i>Adaptive/defensive</i></p> <ul style="list-style-type: none"> <li>• <b>continue using the same strategy if it leads to success</b></li> <li>• <b>willing to trying new approaches to be more effective.</b></li> <li>• committed to improving reading skills by adjusting methods based on the results.</li> </ul>
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### 3. The Advantages of Self Regulated Learning in Literal Reading

In addressing this research question, the researcher also used interview and narrative data to provide an explanation of how the self regulated learning strategies influences students literal reading. The interviews offered in-depth insights from participants regarding their experiences in learning literal reading.

Meanwhile, the narrative data was able to identify a picture from inside the participants' stories, which illustrated how self-regulated learning strategies influenced the learning process in literal reading. This narrative approach can enrich the understanding of the role of self-regulated learning strategies in learning literal reading.

#### a. The Data of Interview

In this segment, the researcher conducted interviews to confirm a series of research questions regarding the effect of self-regulated learning strategies in students' literal reading.

Table 4. 6 The Result of Interview The first respondent about the advantages of Self regulated Learning in Literal Reading

No	SRL	The advantages for literal reading students	Findings
1	Forethought phase	SRL gives students the skill to manage their time, set their own goals, and plan how they will reach the goals	<ul style="list-style-type: none"> <li>• SRL helps create clear schedules, prioritize tasks, and avoid last-minute rushes.</li> <li>• Simplifies goals into smaller steps, reducing overwhelm and boosting motivation.</li> <li>• Tracks progress, adjusts strategies, and builds confidence in achieving goals.</li> </ul>
		Srl gives students confidence in completing any task	<ul style="list-style-type: none"> <li>• With a clear plan, SRL reduces anxiety when tackling tasks because everything is well-prepared.</li> <li>• SRL allows full control over schedules, balancing focus time and rest effectively.</li> <li>• Enables self-evaluation and adjustment of learning strategies, making the process more effective and relaxed.</li> </ul>
2	Performance phase	Srl gives students more comfort in doing learning activities by providing chances for them to ask for help from the lecturer or peers.	<ul style="list-style-type: none"> <li>• Asking lecturers or friends provides deeper understanding of unclear material, reducing guesswork and boosting confidence in class.</li> <li>• SRL enhances understanding of personal abilities by regularly reviewing learning outcomes, identifying strengths and areas for</li> </ul>

			improvement, and fostering self-improvement.
		Srl helps students know their ability and mastery better	<ul style="list-style-type: none"> <li>• SRL helps in understanding personal strengths and weaknesses through regular self-assessment.</li> <li>• Identifying areas of understanding and those needing more effort enables focused self-improvement.</li> </ul>
3	Self-reflection	Srl gives students an advantage to evaluate themselves for improvement.	<ul style="list-style-type: none"> <li>• SRL promotes regular reflection on successes and areas for improvement.</li> <li>• After completing tasks, it helps identify what can be improved and find ways to enhance performance.</li> </ul>

*Table 4. 7 The Result of Interview The second respondent about the advantages of Self regulated Learning in Literal Reading*

No	SRL	The advantages for literal reading students	Findings
1	Forethought phase	SRL gives students the skill to manage their time, set their own goals, and plan how they will reach the goals	<ul style="list-style-type: none"> <li>• SRL helps plan steps and set appropriate timelines for tasks, preventing procrastination.</li> <li>• SRL simplifies achieving big goals by breaking them into smaller, manageable steps, providing clarity on what actions to take.</li> <li>• SRL supports progress tracking, strategy adjustments, and maintaining consistent effort to reach objectives.</li> </ul>
		Srl gives students	<ul style="list-style-type: none"> <li>• SRL builds confidence in</li> </ul>

		confidence in completing any task	completing tasks through careful planning and progress monitoring, making you feel more prepared.
2	Performance phase	Srl gives students more comfort in doing learning activities by providing chances for them to ask for help from the lecturer or peers.	<ul style="list-style-type: none"> <li>• SRL provides clear plans and strategies, making the learning process more organized and less overwhelming.</li> <li>• Asking lecturers or peers during class improves comprehension, reduces confusion, and boosts confidence.</li> </ul>
		Srl helps students know their ability and mastery better	<ul style="list-style-type: none"> <li>• SRL helps recognize personal abilities by providing opportunities to assess progress and identify areas that need improvement.</li> </ul>
3	Self-reflection	Srl gives students an advantage to evaluate themselves for improvement.	<ul style="list-style-type: none"> <li>• SRL encourages self-reflection on learning methods, providing time to identify and adopt more effective ways to study.</li> </ul>

Based on the interviews with two students, the findings about how Self-Regulated Learning plays a key role in their literal reading process, particularly in the Forethought, Performance, and Self-Reflection phases. In the Forethought phase, SRL helps students manage their time, set goals, and plan their approach to achieving those goals. Both students expressed how SRL has been a valuable tool in organizing their study schedules and prioritizing tasks, making it easier to stay on track and avoid last-minute stress. One student emphasized that SRL allows them to break big goals into smaller, more manageable steps, making the tasks feel less overwhelming and more motivating to complete. Additionally, SRL helps students track

their progress and make adjustments when needed, which builds their confidence and keeps them consistent in their efforts. Regarding the impact on their confidence, both students noted that SRL plays a significant role in reducing anxiety and building confidence. One student described how SRL helps them create a balanced schedule between focused study time and rest, making the learning process more relaxed and effective. The other student highlighted that SRL gives them the confidence to complete tasks successfully by fostering careful planning and allowing for self-evaluation to improve learning outcomes.

In the Performance phase, SRL also helps students feel more comfortable in their learning activities by giving them opportunities to ask for help when needed. Both students agreed that SRL provides them with a structured approach, enabling them to seek help from lecturers or peers. One student found that asking for help on difficult topics made the material easier to understand and boosted their confidence. Similarly, the other student appreciated how SRL keeps learning organized and less stressful with clear strategies, while also building confidence by encouraging them to ask questions in class to clarify doubts.

SRL also helps students better understand their strengths and areas for improvement. One student shared that by regularly checking their progress, they could clearly see what they excelled at and where they needed more effort. The other student similarly appreciated how SRL allows them to assess their abilities and identify areas they need to work on, which helps them focus on improving specific skills.

Finally, in the Self-Reflection phase, SRL encourages students to evaluate their progress and find ways to improve. Both students valued this aspect of SRL, as it gave them the opportunity to reflect on their learning process. One student explained that after completing tasks, SRL helps them identify what worked well and what could be improved, providing ideas for how to approach future tasks. The other student noted that SRL allows them to think about their study methods, helping them discover more effective ways to learn and enhance their performance in the future.

In summary, SRL supports students in managing their time, setting clear goals, seeking help when needed, and reflecting on their learning progress. Through SRL, students gain greater confidence, improve their abilities, and develop more effective learning strategies, all of which contribute to their academic success especially in literal reading.

#### **b. Narrative Data**

Our research shows that Self-Regulated Learning (SRL) makes a real difference in how students learn to read and understand text. Students who use SRL become better at managing their study time and setting clear goals for themselves. They also gain confidence in their abilities, they are not afraid to tackle challenging reading tasks or ask for help when they need it.

Furthermore, They figure out their own best ways to learn and are not afraid to try new approaches when something is not working. Instead of feeling overwhelmed by big reading assignments, they learn to break them down into smaller, more manageable. SRL helps students become more

independent and confident learners. They develop skills that not only help them with reading but also make them better learners overall. Students become more aware of how they learn best and more comfortable taking charge of their own learning journey. This approach creates a positive learning environment where students feel supported while developing the skills they need to succeed.

Self-Regulated Learning (SRL) has shown significant influences on students' literal reading abilities. Through SRL, students develop essential skills in managing their reading tasks more effectively by setting clear goals and organizing their study time. This structured approach helps them tackle reading materials with greater confidence and understanding. Students become more comfortable seeking help when they encounter difficult texts, showing that SRL creates a supportive learning environment that encourages growth in reading comprehension.

The impact of SRL on literal reading is particularly evident in how students approach their reading tasks. They learn to break down complex reading materials into manageable sections, develop personalized reading strategies, and regularly assess their understanding of texts. This systematic approach helps them identify specific areas where they need improvement in their reading skills and adjust their learning methods accordingly. Students become more aware of their reading progress and can better monitor their comprehension levels.

SRL transforms students into independent readers who can effectively manage their own learning process. They develop the ability to



evaluate their reading performance, identify areas of difficulty, and implement strategies to overcome reading challenges. This independence, combined with increased confidence and better self-awareness, leads to improved literal reading skills and a more positive attitude toward reading tasks overall.

**Table 4. 8 The Narrative Result of Interview The first respondent about the advantages of Self regulated Learning in Literal Reading**

No	SRL phases	The advantages for general reading students	NARRATIVES
			Findings
1	Forethought phase	SRL gives students the skill to manage their time, set their own goals, and plan how they will reach the goals	<ul style="list-style-type: none"> <li>• Organizing and dividing time effectively in studies literal reading</li> <li>• Creating concrete plans and clear objectives to guide learning process.</li> <li>• Enhancing concentration and direction in achieving goals.</li> </ul>
		Srl gives students confidence in completing any task	<ul style="list-style-type: none"> <li>• Developing self confidence by managing their own learning process.</li> <li>• Encouraging independent problem-solving to overcome challenges.</li> <li>• Feeling more confident and prepared when completing tasks related to literal reading.</li> </ul>
2	Performance phase	Srl gives students more comfort in doing learning activities providing chances for them to ask for help from the lecturer or peers.	<ul style="list-style-type: none"> <li>• Creating a comfortable learning experience by allowing the student to choose methods that suit their preferences.</li> <li>• Increasing confidence in asking questions to lecturers or friends</li> </ul>

		Srl helps students know their abilities and mastery better.	<ul style="list-style-type: none"> <li>• SRL helps the student recognize what they're good at and where they need to improve.</li> <li>• Srl encourages them to focus on building the skills that need more work.</li> <li>• Regular self-evaluation supports their personal growth and learning.</li> </ul>
3	Self-reflection	Srl gives students a chance to evaluate themselves for improvement.	<ul style="list-style-type: none"> <li>• SRL allows the student to assess the effectiveness of their study methods.</li> <li>• SRL helps to identify what the student have mastered and what still needs improvement.</li> <li>• The process keeps learning focused and goal-oriented, enabling continuous improvement.</li> </ul>

*Table 4. 9 The Narrative Result of Interview The second respondent about the advantages of Self regulated Learning in Literal Reading*

No	SRL phases	The advantages for literal reading students	NARRATIVES
			Findings
1	Forethought phase	SRL gives students the skill to manage their time, set their own goals, and plan how they will reach the goals	<ul style="list-style-type: none"> <li>• SRL helps the student create a study schedule to stay on track with exams and assignments.</li> <li>• Having well-planned and clear learning objectives allows the student to manage time effectively.</li> <li>• SRL helps the student avoid rushing and feel more in control of the studies.</li> </ul>

		Srl gives students confidence in completing any task	<ul style="list-style-type: none"> <li>• SRL boosts the student's confidence tasks by providing a clear plan of action.</li> <li>• SRL helps the student break down tasks into manageable steps</li> <li>• SRL helps them stay organized and on track.</li> </ul>
2	Performance phase	Srl gives students more comfort in doing learning activities providing chances for them to ask for help from the lecturer or peers.	<ul style="list-style-type: none"> <li>• SRL makes learning more comfortable by helping the student break tasks into smaller, manageable parts.</li> <li>• Increased Confidence in Asking friends for help</li> <li>• feeling more comfortable asking for help because understand the strengths and weaknesses.</li> </ul>
		Srl helps students know their abilities and mastery better.	<ul style="list-style-type: none"> <li>• helps the student assess their abilities and progress in literal reading</li> <li>• SRL helps to stay focused on improving skills and abilities.</li> <li>• The student uses SRL to track their progress and see how well they're doing.</li> </ul>
3	Self-reflection	Srl gives students a chance to evaluate themselves for improvement.	<ul style="list-style-type: none"> <li>• SRL helps the student evaluate the learning strategies when results are unsatisfactory.</li> <li>• SRL allows the student to identify their strengths and weaknesses</li> <li>• The student uses SRL to find ways to improve their learning outcomes by changing their methods.</li> </ul>

## **4.2 Discussion**

### **1. The condition of Self Regulated Learning Strategy (SRL) among students in learning of literal reading course**

The findings of this study provide valuable insights into the presence of self-regulated learner characteristics among students in the literal reading course at IAIN Curup. By giving the questionnaire consisting of five targeted questions, this research aimed to assess whether these characteristics are reflected in the students' learning behaviors. From 32 respondents, 6 students demonstrated a clear alignment with self-regulated learning characteristics, indicating that they are active in setting goals, monitoring their progress, and effectively managing their learning strategies.

Meanwhile, 26 students exhibited a lack of self-regulated learner characteristics. The students who possess self-regulated learner traits will be prioritized for in-depth interviews. By focusing on students who are active and aware of their learning processes, selecting the strongest sample for further qualitative exploration is crucial to understanding the nuances of self-regulated learning in this context. The 6 students who demonstrate self-regulated learner characteristics will be prioritized for follow-up interviews. This approach will allow for a deeper exploration of their learning strategies, emotional regulation, and specific techniques they use to overcome obstacles in their learning process.

## **2. How are The Implementation on The Phase of Self-Regulated Learning Strategies in Literal Reading.**

Based on the first research question, the phase of self regulated learning strategies used by iain curup student in learning of literal reading. The indicators adopted from the latest version of Zimmerman's SRL model. The indicators consisted of three phase, which are Forethought phase, performance phase, self-reflection phase.

### **A. Forethought phase**

#### **1) Task analysis**

##### **a) Goal setting**

The first sub indicator of implementing SRL strategies is Goal setting. The students emphasize that the key to effective learning starts with understanding the purpose behind it. They believe that when they know why they are learning something, it helps them stay focused and clear about what they need to achieve. This shows how goal-setting can guide learning, improve focus, and help them reach their academic objectives with more ease and clarity.

This implementation also supported by the result of narrative data. Goal setting helps the student understand literal reading by setting a specific learning goals. This assisting the students' preparing in order to learning process especially to guide actions and improve learning in literal reading. Goal setting help student improve their understanding of a task, activate prior

knowledge and remain focus. This finding aligns with the forethought phase of Zimmerman's SRL model, where goal setting serves as a foundational step in guiding students' learning behaviors. Through goal setting, students can establish specific learning targets, which in turn facilitate better organization, increased motivation, and a structured approach to literal reading comprehension.<sup>33</sup>

## **(2) Strategic Planning**

The next sub indicator of implementing SRL strategy was strategic planning. In this strategic planning, the process where students set goals and chose specific strategies to support effective learning. Through strategic planning, both students demonstrate how thoughtful preparation can enhance learning outcomes and foster a more structured and intentional learning experience. In this study showed that they started their reading process by planning a clear strategy, like highlighting key words or jotting down brief notes about the text's structure before diving into a deeper reading. This strategies give their a structured and goal-oriented to their study.

The narrative data also support this findings, the students creating a study plan with a regular schedule as a strategy to achieve the goal, by having this strategies give the students focused and directed during the learning process. It refers to Zimmerman and Moylan's SRL model divides the forethought phase into task analysis and self-motivation

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<sup>33</sup> Zimmerman, "Attaining Self-Regulation"

beliefs, with strategic planning falling under task analysis. This study aligns with their framework by demonstrating how structured reading strategies improve literal comprehension, filling a research gap in previous studies like Morshedian et al., which broadly examined SRL's impact on both literal and critical reading. Unlike prior research, this study provides a focused analysis of strategic planning's role, showing how it equips students with effective techniques for navigating and understanding texts more efficiently.

## **b) Self Motivational Beliefs**

### **(1) Self Efficacy**

The next sub indicator of implementing SRL strategy was self efficacy. Self-efficacy in the context of Self-Regulated Learning is students belief in their ability to successfully complete tasks in literal reading.

Based on the students explanation from both interview data, students demonstrated strong confidence and commitment to successfully complete the literal reading task, emphasizing on thorough preparation and quality results. their approach reflects a similar focus on preparation, confidence and dedication to achieving excellence on their task. The narrative data also support this, students believed in giving their best from the start and aimed for perfection increased their enthusiasm and motivation in learning. According to Panadero and Alonso highlight that self-efficacy is the key in SRL, helping student take control of their

learning and improve academic outcomes.<sup>34</sup>

## **(2) Outcome Expectations**

Outcome expectation in SRL refers to student's beliefs about the results of their efforts in completing a specific task, such as literal reading.

In this study, both students had confidence in their abilities, but still tried to keep improving themselves to get better grades, strengthen in reading skills, and become more confident. The narrative data also support this implementation, the students' hope for good grades motivates hardwork in studying. students who have strong motivation, even a slight sense of obsession with the goal, gave an additional push to achieve their goals. According to Panadero and Alonso confirm that outcome expectations play a crucial role in motivating learners to engage in the learning process, influencing their efforts, persistence, and the strategies they use during tasks.<sup>35</sup>

## **(3) Task Interest/ Value**

Task interest and value are crucial components of Self-Regulated Learning. task interest and value are key factors that influence a student's motivation, engagement, and effort during the learning process of literal reading. in this study students enjoy

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<sup>34</sup> Ernesto Panadero, Anders Jonsson, and Juan Botella, "Effects of Self-Assessment on Self-Regulated Learning and Self-Efficacy: Four Meta-Analyses," *Educational Research Review* 22 (2017): 74-98.

<sup>35</sup> Panadero and Alonso, "How Do Students Self-Regulate"



reading, but their motivation is influenced by personal interests and academic goals. the student is motivated by tasks that can improve grades or provide academic benefits. Meanwhile, Student is motivated by a combination of personal interests as well as academic responsibilities, with the main goal of completing assignments successfully.

The narrative data also support this, both students' reading habits reflected a balance between personal interest and academic achievement. Student realized that the importance of an assignment for the final grade prompted them to take it seriously. Although not always interested, they remained committed to completing the assignment well. both students saw each task as a responsibility and still tried to give their best. Furthermore, this study extends Najva Nejabati's findings on SRL strategy training by addressing the motivation behind SRL application.<sup>36</sup> While Nejabati focused on performance improvements, this research highlights how task interest and value influence students' engagement with SRL strategies in literal reading, filling a key gap in understanding motivational drivers in SRL-based reading comprehension.

#### **(4) Goal Orientation**

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<sup>36</sup> Najva Nejabati, "The Effects of Teaching Self-Regulated Learning Strategies on EFL Students' Reading Comprehension," *Journal of Language Teaching and Research* 6, no. 6 (2015): 1343–48.

Goal orientation is students' belief about the purposes of their learning.

Goal orientation influences how students set, pursue, and achieve their academic goals, affecting both their motivation and the use of self-regulation strategies during literal reading process. The student focus on improving their literal reading comprehension and achieving academic success. They value the learning process and good grades as a sign of academic success but they also prioritize comprehension and reading skill.

The narrative data also support this, The students plan and goals make them stay organized and successfully completed the task and their understanding. This study aligned upon Ratih Laily Nurjahannah's research, which highlighted how Self-Regulated Learning (SRL) strategies enhance students' independence in literal reading but do not always directly impact academic achievement. While Nurjahannah emphasized learning independence, this study shows that goal orientation helps students balance both comprehension and academic performance.<sup>37</sup> Unlike Nurjahannah's findings, which suggest that SRL primarily fosters independence, this study demonstrates that students strategically use SRL not only for self-directed learning but also to achieve

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<sup>37</sup> Ratih Laily Nurjanah, "Self-Regulated Learning Strategy in Learning Activities of Literal Reading Course to Build Learning Independence," *SALEE Study of Applied Linguistics and English Education* 4, no. 1 (2023): 296–314, <https://doi.org/10.35961/salee.v4i1.636>.

academic success, bridging the gap between independent learning and measurable academic outcomes in literal reading.

## **b. Performance Phase**

### **a) Self Control**

#### **(1) Task strategies**

Task strategies refer to the specific methods, techniques, or approaches that learners use to complete tasks effectively and efficiently.

Task strategies help students organize, process, and manage information in order to achieve their learning goals in literal reading. students used effective reading strategies to understand the material and complete the task. based on the interview findings both students use effective reading strategies to improve their understanding and performance on assignment. The narrative data also supports this findings. by working through step by step of task strategies make them stay on track in learning process.

#### **(2) Help Seeking**

Help seeking is one of self-regulated learning strategy, help seeking assists the students to ask the lecturer or a more competent classmate for help to overcome obstacles and improve their understanding. Find out new knowledge related to literal reading from other sources and seeking information also guides students in

selecting the right source according to the literal reading material needed. The narrative data also support this, the student ask the lecturer or friend to solve their problem in learning literal reading. it helps them to complete the chalanges task succesfully.

### **(3) Self Instructions**

Self instruction consist of self-directed orders or descriptions about how to do a task. self instruction in SRL that enables students to manage their learning, monitor their progress, and make adjustments as necessary. By using self-instruction, students can enhance their problem-solving abilities, improve their awareness, and increase their motivation. Self instruction refers to the use of self-directed internal verbal cues or self-talk to manage learning tasks and ensure that the learning process aligns with learning goals. students had effective strategies to stay organized and motivated while working on assignments. The narrative data also support this, in this starategies students motivated themself with reminders such as “do it little by little” or “do it now, rest later,” which helped to complete tasks without delay also used negative consequences, such as bad grades, as motivation. Despite low motivation, one must remain disciplined to continue learning and doing assignments.

### **(4) Imagery**

Imagery in the process of SRL can enhance the engagement, understanding, and retention of reading material by

helping students create vivid imagery representations of the information they are processing. Students use visualization or mental imagery to better understanding and engganging with the text. Mental imagery help student adjust their understanding of factual content.

This implementation also support by the result of narrative data, the researcher found that both students used visualization to help them understand the text and better comprehend the material. The students imagined the situations or stories described in the text, making them more memorable and more relevant to the experience. This helped to feel more connected to the material.

#### **(5) Time Management**

Time management in self regulated learning strategy is students ability to plan, allocate, and regulate time to achieve their goals, particularly during tasks such as reading, writing, and studying .

In the context of literal reading, this time management helps students balance their cognitive load and tasks, ensuring they do not feel overwhelmed by the material or tasks in literal reading. When students manage their time well, they are able to focus on reading, understand the material deeply, and retain important information. Effective time management also helps them avoid rushing, which can lead to missing key details.

The narrative data also supports this finding. With good time management, it helps to stay productive and avoid stress. Student manage time by prioritizing the most important tasks first, in order to stay focused on urgent or important matters to not feel overwhelmed, also starts tasks early to avoid procrastination

#### **(6) Environmental Structuring**

Environmental Structuring strategy is an establishing of the comfortable environment or place to concentration and minimizes distractions. On other word, environmental structuring is also shaping or structuring a place toward students' learning process especially in learning literal reading process. The students focus on creating a free distractions and organized study environment to improve focus and productivity.

The narrative data also support this findings, this strategic manipulation of the environment allows students to optimize their learning conditions, leading to better academic outcomes and more efficient use of learning strategies.

#### **(7) Interest Incentives & Self Consequences**

Interest incentives & self-consequences are self directed that help students stay focused and motivated, especially in tasks like literal reading, these strategies can help students succeed. Based on the student explanation that both students focused on setting goals, learning from mistakes, and maintaining motivation

to improve their performance.

From narrative result, Student felt that enjoying the task kept more excited and motivated, and rewarding themselves upon completion helped to feel more positive and ready for the next task. These strategies help students maintain motivation and regulate their learning behavior.

## **b) Self Observation**

### **(1) Meta Cognitive Monitoring**

Metacognitive monitoring is to assess student understanding, track their progress, and compare their strategies when necessary to achieve better learning outcomes. Students use self-assessment and track their progress to improve their understanding and academic performance in literal reading. They adjust their learning methods to make them more effective for future tasks.

The narrative data also support this, Student regularly monitors their learning progress to ensure a good understanding of the material by reviewing notes and comparing test results to identify weaknesses and evaluating their ability to answer questions accurately.

### **(2) Self Recording**

Self-recording is the process which students track or document their behavior, progress, or performance during a learning activity. Self-recording involves students taking responsibility for monitoring and managing their learning process.

It helps student reflect on their actions, set goals, and adjust their strategies during literal reading. Based on the interview data, students focus on tracking and evaluating their progress to improve their reading skills and comprehension. Student uses notes, either manually or on their phone, to monitor their progress and tasks

The narrative data also support this, the student tracks their progress through personal notes and practice tests motivate them to study more and put in more effort to keep getting better result and understanding. Zimmerman confirm that **self-recording** can lead to increased motivation and more effective learning strategies, especially when students monitor their progress through tools like notes, practice tests, and other self-assessment methods.<sup>38</sup>

### **C. Self Reflection Phase**

#### **a) Self Judgment**

##### **(1) Self Evaluation**

Self-evaluation is a strategy that help student assess their progress and performance during the learning process In literal reading. Based on student explanation, self-evaluation helps student ensure that they understand and retain factual information, promoting more effective and independent learning. Self-evaluation also involves comparing the self-monitored information with their criteria and goals . both students evaluate

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<sup>38</sup> Zimmerman, "Attaining Self-Regulation"



their progress and success by comparing their performance with their goals and making adjustments to improve outcomes..

The narrative data also support this, Student uses test results to measure success or failure, comparing them to their goals, evaluating progress based on the outcomes, and adjusting their learning strategies to achieve better results, and tracking progress by comparing it with their initial goals. The students view grades as a reflection of their effort and success in the learning process of literal reading.

## (2) Causal Attributions

Causal attribution is how students explain the reasons for their successes or failures in academic tasks. Causal attribution influence motivation, persistence, and the use of adaptive learning strategies for students. Based on student explanation, both students approach success and failure with a focus on learning and self-improvement. They view failure as a learning opportunity and see success as evidence of progress in their literal reading skills. They see success as tools for learning and continuous improvement.

From the narrative data also support this, Student reflects on progress by analyzing weaknesses in literal reading, They see failure as an opportunity to assess what needs to be corrected, while success motivates them to keep going.

## **b) Self Reactions**

### **(1) Self Satisfaction/Affect**

Self-satisfaction or self-affect is the emotional and evaluative responses that students have toward their own performance or learning process. These emotional reactions can be either positive or negative, depending on how learners evaluate their progress and outcomes. Based on student explanation the student continues to use the same strategy if they are satisfied with the results, but also reviews their approach to find the best strategy.

The narrative data also support this, The students feel proud of their achievements and remain motivated, even when disappointed with their grades. They stay focused on learning and strive to improve their reading performance with effective strategies.

### **(2) Adaptive/Defensive inferences**

Adaptive/Defensive is the student decision about whether students are willing to maintain the same strategies or use the new ones to achieve better outcomes in learning. In literal reading context based on student explanation, the students focus on improving their reading skills through practice and strategy evaluation. The student practices regularly and evaluates strategies based on long-term results. If a strategy does not show improvement, they try a new one. If the strategy helps improve their skills, they continue using it. They compare the effectiveness

of various strategies to see which one helps them understand the text better and faster.

From the narrative data, after facing failure, both students remain positive, they continue to focus on learning and self-improvement, using failure as motivation to refine their methods.

This positive mindset helps them strive for better results.

### **3. The Role of SRL in Literal Reading Course**

#### **1. Forethought phase**

##### **a) SRL gives students the skill to manage their time, set their own goals, and plan how they will reach the goals**

The first role of SRL strategy is SRL gives students the skill to manage their time, set their own goals, and plan how they will reach the goals in literal reading.

Based on students explanation, Students feel that SRL makes them easier to plan schedules, prioritize tasks, and avoid procrastination or stress. By breaking down big goals into smaller steps, they feel less overwhelmed and more motivated to take action. They also appreciate how SRL helps them track their progress, adjust when needed, and stay consistent, The students also manage their time well to stay focused and directed in their studies, especially in literal reading which boosts their confidence and helps them achieve their goals. such as by creating a clear plan to guide their learning.

The narrative result. The student uses SRL to create a study schedule that helps them stay organized with exams and assignments. With clear learning objectives and a good plan, they can manage their time more effectively, avoid rushing, and feel in control of their learning process.

**b) Srl gives students confidence in completing any task**

The second role of SRL strategy in forethought phase is Srl gives students confidence in completing any task in literal reading.

Based on student explanation, both students consider Self-Regulated Learning to be very useful in creating an organized and manageable approach to their tasks. Student feels that SRL helps reduce anxiety because tasks are well-planned and the schedule is balanced between focus time and breaks so its making the learning process more relaxed and effective. Student also feel that SRL boosts their confidence because by planning and monitoring progress, they feel more prepared when working on literal reading tasks.

The narrative result also support this, Students feel that SRL increases their confidence in completing tasks because they have a clear plan help them achieve their goals.

**2. Performance phase**

**a) Srl gives students more comfort in doing learning activities by providing chances for them to ask for help from the lecturer or peers.**

The first role of performance phase is Srl gives students more comfort in doing learning activities by-providing chances for them to ask for help from the lecturer or peers.

Based on student explanation, the researcher found that both students feel Self-Regulated Learning is very helpful in their studies. Students feel that by asking lecturers or friends for help, they can understand difficult topics more easily, reduce confusion, and feel more confident in class.

This also supported by the result of narrative data, Students also feel more comfortable learning because they choose methods that suit their learning style and feel more confident asking friends or lecturers for help when they encounter difficulties because they know their strengths and weaknesses.

#### **b) Srl helps students know their ability and mastery better**

The second role of performance phase is Srl helps students know their ability and mastery better.

Based on students' explanation, the students feel that Self-Regulated Learning greatly helps them understand their abilities and areas that need improvement which allows them to focus on areas that need more effort.

The narrative result also supports this, Srl helps them see what they have mastered and what needs improvement, allowing them to focus on areas that require more effort, so they can understand what is going well and what needs more attention to improve skills and ability.

### **3. Self-reflection**

**a) Srl gives students an advantage to evaluate themselves for improvement**

The last role SRL is Srl helps Srl gives students an advantage to evaluate themselves for improvement.

Based on students explanation, SRL help students encourages them to reflect on their progress and improve. SRL gives them the space to think about their study methods, helping them discover more effective ways to learn.

This also supported by narrative result. Similarly, Srl helps them see what worked well and what could be improved, giving them ideas on how to improve next time. identify what they have mastered, and determine what still needs improvement. This process keeps their learning focused and goal-oriented, enabling continuous improvement.<sup>39</sup>

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<sup>39</sup> Nurjanah et al., "Why Is Self-Regulated Learning Strategy Important,"

## CHAPTER V

### CONCLUSION AND SUGESSTION

#### 5.1 Conclusion

This section present conclusion conclusion by researcher based on Finding and Discussion can be explained into several points such as:

- 1) There were 3 phase of self-regulated learning strategies usedby IAIN curup Student which were implemented 2 of students English Study Program at the State for Islamic Study Curup. therefore,the researcher created a conclusion that The phase of Self-regulated learning strategy is effective for students in learning literal reading.
- 2) There were the benefits to applying self-regulated learning (SRL) strategies in literal reading activities. In the Forethought phase, SRL helps students develop skills to manage their time, set their own goals, and plan how to achieve those goals. This enhances their confidence, as they understand that there is no right or wrong way to complete a task. In the Performance phase, SRL assists students in better recognizing their abilities and mastery. The opportunity to ask questions to lecturers or peers provides a sense of comfort and support as they complete their activities. Meanwhile, in the Self-Reflection phase, SRL offers advantages in terms of self-evaluation, enabling students to identify their weaknesses and find ways to improve their skills in the future. The researcher concluded that the students' advantages in applying self-regulated learning strategies in literal reading had a significant influence or role in their academic and personal achievements.

## 5.2 Suggestion

The suggestion appears for the next future and the suggestion is aimed as below:

### 1. The lectures

Lecturers are expected to be aware of students who have goals or desires to achieve success in literal reading learning, whether for academic achievements or skill development, by using some self-regulated learning strategies. Therefore, lecturers should serve as a source of knowledge and also assist in resolving problems that arise in using self-regulated learning strategies to improve their reading skills.

### 2. For learners

Some learners should focus more on improving reading skills by applying self-regulated learning strategies, as there is a significant influence of self-regulated learning strategies on improving students' academic achievement, particularly in literal reading. Additionally, students are also expected to apply self-regulated learning strategies because they offer personal benefits, such as enhancing discipline and structuring the learning process to achieve goals more effectively.

### 3. The future researcher

The research will be conducted at this stage. The author hopes that in the future, researchers will explore more self-regulated learning strategies to improve reading skills. This way, students will have more options to use various types of self-regulated learning strategies that can help them enhance their reading abilities. Researchers are also expected



to identify factors that influence the effectiveness of these strategies, so they can provide more accurate recommendations for the development of future learning.



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# **APPENDIXES**

**Blue Print of Interview Guidance:**

**Phase self-regulated learning Strategies Interview :**

No	SRL Phases (Zimmerman and Moylan)	SRL Process	SRL Sub Process	Questions
1 r	Forethought phase	Task analysis	Goal setting	6. Do you always prepare yourself before you take a literal reading course? 7. What do you usually prepare before you take a literal reading course? 8. How do you prepare yourself before you take a literal reading course? 9. What goals do you set in learning literal reading course? 10. How do you set your goal in learning literal reading course?
			Strategic Planning	4. Do you make some plans before taking a literal reading course? 5. What kind of plans do you usually set before taking a literal reading course? 6. How do you make some plans before taking a literal reading course?
			Self- motivation beliefs	9. Do you believe that you have enough ability to complete the reading task?

				10. How is your ability to carry out the reading task right now?
			Outcome expectations	<p>11. How sure you are that you can get a high score on your reading test?</p> <p>12. How confident are you that you can answer at least 70% of the questions related to this reading test?</p> <p>13. Do you believe that successfully completing a reading task will improve your grades, skills, and confidence?</p>
			Task Interest	<p>14. How interesting is reading for you?</p> <p>15. How much do you enjoy reading?</p> <p>16. What are the factors that make you interested in completing the reading task?</p>
			Goal Orientation	<p>4. Do you know what the reading goals are?</p> <p>5. What are the purposes of learning literal reading for you?</p> <p>6. Do getting good grades and understanding the material become your purposes in learning literal reading? Why?</p>
2	Performance phase	Self Control	Task strategies	<p>4. Do you have strategies for reading tasks?</p> <p>5. What are they?</p>



				6. How do you implement strategies for reading tasks?
			Help seeking	<p>5. Whose help will you seek when you have some troubles in reading?</p> <p>6. Do you look for some sources to help you when you have trouble in reading?</p> <p>7. What are they?</p> <p>8. How do you use those sources so that you can solve the problem?</p>
			Self-instruction	<p>4. Do you have your own way of instructing yourself in doing the task?</p> <p>5. How do you direct yourself to do the reading task?</p> <p>6. What steps do you take to complete your reading task?</p>
			Imagery	<p>4. Do you use imagination to understand reading?</p> <p>5. How do you draw mental pictures to comprehend reading?</p> <p>6. Please explain and give examples?</p>
			Time management	<p>5. Do you manage your time for studying literal reading? How do you manage it?</p> <p>6. How do you manage your time for accomplishing reading tasks?</p> <p>7. What aspects of reading task do you consider important when planning your</p>

				<p>time for completing that task?</p> <p>8. Do deadline, task difficulty, and task priority become the important aspects you consider in time management?</p>
			Environmental structuring	<p>3. How do you create a study environment to keep your attention on the task?</p> <p>4. How do you create an environment with fewer distractions?</p>
			Interest incentives and self consequences	<p>7. what do you do to keep yourself reminded of your goals or challenges of the task?</p> <p>8. How do remind yourself to increase your effort and interest to achieve your goals?</p> <p>9. How do you implement self-praise and self-punishment?</p> <p>10. What do you do if you fail at a certain point in your literal reading test?</p> <p>11. Do you punish yourself?</p> <p>12. How do you create a motivating punishment so that you can keep your effort and enthusiasm?</p>
		Self-observation	Meta Cognitive monitoring/ self-monitoring	<p>4. Do you monitoring your learning progress?</p> <p>5. How do you review your learning progress?</p>

				6. Do you evaluate the quality of your reading performance?
			Self recording	<p>4. How do you record your progress in learning literal reading?</p> <p>5. Do you have structure information and evidence of your progress in learning literal reading?</p> <p>6. What tools or media do you use to record your progress in learning literal reading?</p>
3	Self Reflection phase	Self Judgment	Self-evaluation	<p>5. How do you know if you succeed-or fail in your progress?</p> <p>6. Do you compare self-monitored information to your criteria and goals in learning literal reading? Please explain!</p>
			Causal attribution	<p>7. what do you do if you succeed or fail to learn literal reading?</p> <p>8. How do you see and explain our failure or success in learning literal reading?</p>
		Self reaction	Self-satisfaction/affect	<p>5. How do you know if you are satisfied or not about your reading performance?</p> <p>6. How do you decide which strategies are good or not for yourself?</p>

			Adaptive/ defensive	<p>7. what do you do to improve your performance?</p> <p>8. How do you evaluate whether to keep using the same strategies or to use new ones to gain better outcomes in learning literal reading?</p>
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**Blueprint of interview guidance:**

**- The Influence of Srl in Literal Reading Course**

No	SRL	The advantages for literal reading students	Question
1	Forethought phase	SRL gives students the skill to manage their time, set their own goals, and plan how they will reach the goals	<p>1. How Srl help you manage your time for doing the task?</p> <p>2. How does the Srl help you set your own goals?</p> <p>3. How does Srl help you reach your goals?</p>
		Srl gives students confidence in completing any task	4. Does Srl give you confidence in completing any task? Please explain.
2	Performance phase	Srl gives students more comfort in doing learning activities by providing chances for them to ask for help from the lecturer or peers.	<p>3. Does Srl give you comfort in doing learning activities? How?</p> <p>4. How does asking the lecturer or peers in Srl give you comfort in doing reading activities in literal reading class?</p>
		Srl helps students know their ability and mastery better	2. Does Srl help you know your ability and mastery better? How?
3	Self-	Srl gives students an	1. How does Srl help

	reflection	advantage to evaluate themselves for improvement.	you evaluate yourself for improvement?
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**Students' Narrative findings about Srl phase in literal reading**

No	Srl Phase	Process	NARRATIVES
			Findings
1	Forethought phase	Task analysis <ul style="list-style-type: none"> <li>• <i>Goal setting</i></li> <li>• <i>Strategic planning</i></li> </ul>	
		Self-motivational beliefs <ul style="list-style-type: none"> <li>• <i>Self-efficacy</i></li> <li>• <i>Outcome expectations</i></li> <li>• <i>Task interest/ value</i></li> <li>• <i>Goal orientation</i></li> </ul>	
2	Performance phase	Self-control <ul style="list-style-type: none"> <li>• <i>Task strategies</i></li> <li>• <i>Help seeking</i></li> <li>• <i>Self Instructions</i></li> <li>• <i>Imagery</i></li> <li>• <i>Time management</i></li> <li>• <i>Environmental structuring</i></li> <li>• <i>Interest incentives and self-consequences</i></li> </ul>	
		Self-observation <ul style="list-style-type: none"> <li>• <i>Metacognitive monitoring</i></li> <li>• <i>Self-recording</i></li> </ul>	
3	Self-reflection phase	Self Judgment <ul style="list-style-type: none"> <li>• <i>Self-evaluation</i></li> </ul>	

		<ul style="list-style-type: none"> <li>• <i>Causal attributions</i></li> </ul>	
		Self reactions <ul style="list-style-type: none"> <li>• <i>Self-satisfaction/affect</i></li> <li>• <i>Adaptive/defensive</i></li> </ul>	

**Tabel 3.4**

**Narrative Inquiry Findings on Students Literal Reading**

No	SRL phases	The advantages for literal reading students	NARRATIVES
			Findings
1	Forethought phase	SRL gives students the skill to manage their time, set their own goals, and plan how they will reach the goals	
		Srl gives students confidence in completing any task	
2	Performance phase	Srl gives students more comfort in doing learning activities providing chances for them to ask for help from the lecturer or peers.	
		Srl helps students know their abilities and mastery better.	
3	Self-reflection	Srl gives students a chance to evaluate themselves for improvement.	

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

- The **blue color words or statements** mean the validator's additional point for your instrument.
- The **red color** means something that you need to revise or delete.

Curup, November 2024  
Validator

Nastiti Handayani, M.Pd







