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## Students' Self-Regulation In Extensive Reading

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### Abstract

This study emphasizes on the English Department Students' self-regulation (SR) in Extensive Reading (ER) Class from batch 2017 of Lambung Mangkurat University by utilizing qualitative approach. The chosen subjects were English Department Students batch 2017 of Lambung Mangkurat University. To conduct data collection, interviews and documentation were utilized as study instruments. Based upon data analysis, it was discovered that the students who organized themselves tend to comprehend the given lessons in Extensive Reading class easier. Therefore, developing the SR in Extensive Reading of English Department Students batch 2017 of Lambung Mangkurat University was recommended, lecturers should guide the students for developing their SR for improving their capability in Extensive Reading. It is advised that the English Department students should realize the importance of SR for improving their capability in every skill as well as developing their knowledge and comprehension in Extensive Reading by regulating themselves. Thus, the influence that can be given by this study was to increase the students' awareness majoring in English regarding the importance of SR, namely by providing ways which can be utilized by them.

**Keywords:** Self-Regulation, Extensive Reading, Individual, Behavior, Environment

## INTRODUCTION

### Study Background

Reading was considered tough due to the involved reading process which aid oneself to comprehend the text, therefore each sentence can be related to one another to acquire notable information. Fraenkel (2016) declared that process in reading involved the joint-progress between the acquired information from the text and the reader's knowledge to capture underlying meanings and ideas. Additionally, these activities also emphasize speed, accuracy, as well as patterns of language skills competence, specific intelligence, along with broad life referents. Hence, due to its importance, reading capability must be mastered by the students, particularly from the English Department.

Extensive Reading (ER) is encompassed in the language reading section. When ones read extensively, they were recommended to read very easy, enjoyable books for improving their reading fluency and speed. Hence, it could be said that **students learn reading by truly reading** rather than investigating texts by reviewing the grammars, vocabularies, and phrases. It is instructive for relating Intensive Reading (IR) with Extensive Reading. ER here means that readers ought to be given the fitting texts in accordance with their language mastery. High-level writing can cause reader to acquire erroneous meaning of the text contents. Thus, in conducting reading extensively, readers should elect advanced reading material according to their language mastery, especially nowadays where readers, especially students, could view or read text by either offline or online means (Rosalina, Nasrullah, & Elyani, 2020).

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It is compulsory for students majoring in English to comprehend the extensive reading they read, particularly the English writings. ER is one method which fulfills these principles due to its nature for encouraging the learners' independence and freedom in electing as much reading material as possible in accordance with their corresponding capabilities and interests (Day & Bamford, 1998).

Self-regulation (SR) is an emotional factor originating from within oneself that affects one's learning accomplishment (Fauzi & Widjajanti 2018). Additionally, it is also a progression implemented by undergraduates to systematically focus their feelings, thoughts, and actions for achieving learning goals (Schunk & Zimmerman, 2007). In the educational process, undergraduates possessing SR shape learning goals, regulate, try to monitor, and regulate their motivation, cognition, and behavior for controlling the goals that have been made (Valle et al., 2008). SR is a crucial aspect for the students' learning progression for showcasing their performance in the academic field (Vrugt & Oort, 2008).

Undeniably, SR is a crucial approach in the learning process for both the basic and advanced levels (Goetz, 2013). However, many studies in the educational field conveyed that SR provides a very noteworthy stimulus especially for middle and high school students (Fredericks, Blumenfeld, & Paris, 2004).

The implement SR is a form of undergraduates' effort to encourage themselves for being capable of achieving finest outcomes in learning ER. Hence, the better the SR in ER, the better the achievements can be acquired. Thus, the outcome of one's learning would not be optimum if they could not monitor, design, and appraise the learning well.

These declarations are reinforced by Nejabati's (2015) study which had shown that SR affects EFL learners' reading comprehension. SR denoting to cautious cognitive and affective processes planning along with monitoring which included in the academic task completion.

Bandura (1971) outlines SR as one's capability for controlling behavior as well as hard workers. He proposes 3 (three) steps to SR: (1) self-observation, it perceives form ourselves, our behavior, then look after it; (2) judgment, comparing the standard with what is seen; (3) self-response, when it is better compared to the standards, self-reward will be conducted.

Based upon the primary study, the problem faced by the 2017 batch of English Department Lambung Mangkurat University Batch is the lack of capability to comprehend themselves due to the difficulties in organizing themselves for sentences comprehension in reading subjects. Comprehending the SR concepts which exist within themselves resulted in the poor development of their learning achievement capabilities. The SR they had done has not led to self-initiated actions including regulatory efforts and goal setting for managing time, acquiring goals, and regulating the physical and social setting. To aid undergraduates in shaping effective learning, educators should assist them to believe in alternative ways of approaching the learning situation.

According to the primary study results conducted on July 3<sup>rd</sup> 2019, several students still failed to regulate themselves. Those possessing high SR in learning reading capability acquire high score in their ER class. In this case, they acquire achievements due to the reading mastery they possess, particularly when understanding the writing given by lecturers during the educational process and when conducting task of English translation for comprehending the given writing better, which is based upon SR: (1) self-observation; (2) judgment; and (3) self-response.

The undergraduates' capability to comprehend SR is affected by self-control, self-disciplined, and self-directed erudition in reading. However, all possess different meanings. SR is the capability for being actively participate in metacognition, motivation, and behavior within the educational process. In metacognition, SR learners organize, plan, monitor, direct, and evaluate themselves at diverse levels of what they study. Encouraged, they feel themselves self-efficacious, competent, and independent

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(autonomous). Interactively, they compile, choose, and shape an optimal learning setting, especially for learning reading.

According to statements above, as well as the occurrence of several difficulties which often faced by the peers in English Department, the analyst is attracted for conducting study regarding SR in Extensive Reading of English Department Students Batch 2017 of Lambung Mangkurat University.

### **Study Question**

The study focused on deciphering “How is SR in Extensive Reading of English department students Batch 2017 of Lambung Mangkurat University?”

### **Study Purpose**

The study purpose was analyzing the SR in Extensive Reading of English Department Students Batch 2017 of Lambung Mangkurat University.

## **STUDY METHODOLOGY**

### **Study Design**

This study was projected for describing the self- regulation implemented by the English department students in ER. Hence, descriptive method and qualitative approach was utilized.

### **Study Subject**

The chosen study subjects were English Department students from batch 2017 of Lambung Mangkurat University numbering 7 students who were chosen based upon their high GPA.

### **Data Collection**

The needed data were attained through documents and interview. The documents of the students of English Department students were utilized to choose the subjects involved for conducting an interview where the analyst collected the data regarding the implemented SR in ER of the subjects who were chosen due to diverse ways of comprehending ER possessed by them, thus the analyst would discover various alternative ways of comprehending ER by utilizing SR.

### **Study Instrument**

The instruments utilized in this study were documentation and interview as previously stated. The gathered documents were used for choosing the subjects based upon their high GPA. As for the interview which utilized for acquiring primary data, was employed through face-to-face interviews as well as via Whatsapp. The analyst, with prepared written questions to the interviewees, employed the structured interview. This process encouraged the subjects to provide as accurate response as possible regarding about

1. Individual (self) including Individual knowledge, the higher level of possessed metacognition capabilities along with the aims to be attained.
2. Behavior including self-observation, self-judgment, and self-reaction
3. The environment or setting supporting or not supporting SR.

Table 1. Interview Sheet

No	Questions	Answer
1.	What do you usually like to read in extensive reading class? What kind of book?	
2.	How many books do you read in a week for extensive reading class?	
3.	How many times do you read in a day?	
4.	What do you usually do if you don't get the story line of the book that you read?	
5.	What kind of book do you prefer to read? Hardcopy book or softcopy book?	
6.	What is your target to be achieved in extensive reading class?	
7.	What do you do when you comprehend the story of the book? Do you read directly or translate the text into Bahasa Indonesia first?	
8.	When do you usually read the book in extensive reading?	
9.	Do you have any specific genre of the book for your reading? What is it?	
10.	What do you usually do after you finish reading the book?	
11.	Do you have any target for a week in reading a book? If it is yes, how many books?	
12.	What do you usually do to finish all the assignment in extensive reading based on the requirement from the lecturer?	
13.	What do you feel when you have to read the book for extensive reading class?	
14.	Do you and your friend share the story line of a book that you have read?	
15.	Have you ever asked your friends' recommendation for the source of an interesting book? If it is yes, what is it?	
16.	How do you maintain your motivation to learn extensive reading?	
17.	What have not you achieved yet?	
18.	Do you take into account the facility resources you have	
19.	What are the things that can disturb you in learning?	

### Data Analysis

Miles, Huberman, and Saldana (2014) explicate the activities in data analysis are data reduction, data display, and conclusion verification/ drawing.

1. Data Reduction, the analyst categorizes the data to discover related data which could be employed for the study.
2. Data Display, the analyst defines the gathered data.
3. Conclusion verification/ drawing, the analyst utilized this to achieve evidence to verify the gathered data for conclusion drawing.

### Study Stages

The implemented study stages:

1. Arranging the interview questions that will be queried to the respondents.
2. Determining the chosen respondents based on the ER capability which still taken the ER class while possessing and checking their current GPA.
3. Conducting an interview session with the chosen respondents.
4. Analyzing the interview result which had been gathered then verify and describe them.

## STUDY FINDINGS AND DISCUSSION

### Findings

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Based upon the findings in interview session regarding SR in extensive reading, it was discovered that all students majoring in English possess their own way of comprehending ER by utilizing SR so that they would comprehend it well. The employed methods are diverse where some utilized the reading repetition method then evaluating the learning process, some who employ SR by studying and rereading ER writings so they can comprehend the transcript better, there are those who initiate questions regarding SR to their peers who had better comprehension on the writing pieces, and some who utilizing their L1 in comprehending ER by translating since L1 is the easiest to be understood.

The study findings regarding how to comprehend themselves regarding preceding progression of ER learning is in terms of metacognitive elucidating the viewpoint and comprehend the difficulties faced in learning ER so far as well as experienced problem solving.

Study findings regarding repetition strategy (rehearsal) including an exertion to memorize the material. Respondents often conduct repetition for memorizing the obtained material by opening and rereading the files have been obtained then conduct discussion session with peers who are or have taken the same course (ER). This is done due to the respondent is not the kind to comprehend much material at one time. Here is the short interviews transcript with subject NM possessing the “B” score in extensive reading:

*“Sometimes, Not everything though. But most of the time I must repeat the reading to get the story line of the book. Because I'm not the type of person who can directly catch a class like that. So it must be repeated again and again. Open the materials again, take a note, re-read the lecturer's PPT, etc. Sometimes discussions with the same friends or the ones that have been taken before. Yes, at most I will re-learn, read, or discuss with my friend”(Interview on February 23<sup>rd</sup>, 2020)*

Meanwhile, the interview conducted with subject NH regarding SR is in accordance with the indicators of SR, namely by reflecting the sentence utilization itself for summarizing the material. But also remember to revise notes based upon the material given by the lecturer.

*“I usually immediately at that time (in class) I explained what I explained, what I needed to note I noted, using my own sentences. Yes, but sometimes if there is a statement that must be written from what the lecturer said I wrote, it depends, but mostly it's easier to use your own words”. If you look at the scrawl, it's partly yes, but partly also based on what the lecturer said, I think”.(Interview on February 18<sup>th</sup>, 2020)*

Then, the organizational strategy (organization) is counted in in the utilization of note taking, constructing either charts or diagrams for organizing subject matter. The respondent employs these tactics; hence the recorded materials possess engaging visualizations to be more interesting since not all material must be recorded in transcript form. This is in accordance with an interview conducted with subject HN possessing the “B” score in extensive reading which could be seen below.

*“For example, tactics for taking notes, I usually add a kind of diagram or main map. So what needs to be done, it doesn't have to be all written in sentence form so it has better visuals”(Interview on February 4<sup>th</sup>, 2020)*

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Metacognitive regulation strategies (metacognition regulation) encompass monitoring planning and strategies for regulating learning steps, such as determining the reading goals or attempting changes hence the task at hand is advancing. The undergraduates create an activities schedule of things must be done every day.

Respondents who have been questioned explain SR in learning ER by creating a list of the usual activities that must be done in ER learning. They also govern each task's objectives by observing the task objectives itself without implementing particular methods. For assessing the learning results, beside according to the knowledge had been studied and understood, they tend to conduct evaluation based upon the learning outcomes value. If the outcomes are measured "good", then they would not evaluate. Following is the result transcript of an interview with subject MNE:

*"I am not the type to schedule activities according to the target, but for short-term learning, extensive reading is usually available per day. whatever I want to do and there is never a target that I have to complete how many hours or days I have to complete, obviously I do it every day. Because scheduling extensive study makes things monotonous and boring for me. In my opinion, the purpose of each learning activity is relative...." (Interview on February 24<sup>th</sup>, 2020)*

In repetition for memorizing the material, subjects re-record the material by creating a resume and study groups with the peers. If there is an incoming exam or quiz, the created groups would study together and exchange questions to deepen their comprehension. This could be perceived from the interviews results with subject YED:

*"I used to record what the lecturer gave in the teaching and learning process of reading. After that, every time there is a test or quiz and so on, I always re-record what I noted in the form of a resume in studying extensive reading. So better understand more about this extensive reading. With other things for example I study groups with my friends. Usually want an exam or quiz...." (Interview on February 24<sup>th</sup>, 2020)*

Another strategy employed by English Department undergraduates in comprehending ER is elaboration strategy which conducted by reflecting the sentence utilization itself for summarizing the material. The undergraduate summarizes by taking only the noteworthy points hence that it does not employ same sentence in ER text being read. The following is an interview transcript with subject R.

*"I often borrowed my friends' notebooks, if in my opinion, I don't use my own sentences, but I just use the material." (Interview on February 15<sup>th</sup>, 2020)*

In contrast regarding the organizational strategy (organization) which encompassed through the utilization of note-taking and creating diagrams or charts for organizing the subject matters, several subjects

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record what is obtained as it is. Therefore, no tactic such as note taking or employing pictures employed, which is in accordance with subject NH.

*“My notes are not diagrams or pictures. So what was given by my lecturer, yes that's what I noted. As for diagrams or charts they are not in the notes. That's the sentence.” (Interview on February 18<sup>th</sup>, 2020).*

In the part regarding the Metacognition regulation involving monitoring planning and strategies to regulate learning, such as goals setting for reading or attempt changes hence the work is showing signs of progress. The respondents regulate metacognitive by involving activities scheduling, determining goals, along with evaluating the learning results. They create a weekly learning activities schedule. Determining the learning goals were adjusted based upon the courses they were interested in or support their future. Whereas in learning outcomes evaluation, the respondents are only concerned with how to comprehend sentences in ER learning. The several interviews findings with the interviewed respondents regarding the way they understood ER by their SR can be perceived from the brief interview results with subject YL:

*“I usually schedule my learning activities once a week. So in that week, there must be assignments or things that might need to be done or maybe there are other activities outside the teaching and learning process, I definitely make the weekly schedule. Right now I am taking the focus on Micro Teaching. While in college there are many other subjects, there is morphology, English Literature, Syntac, and so on...” (Interview on March 8<sup>th</sup>, 2020)*

Based upon the interview outcome with the respondents, it is settled that the several members of the population who learn reading for developing their ER capabilities possess certain strategies to comprehend it. Rehearsal strategies including attempts for memorizing material. The chosen population employ repetition for memorizing the material by either opening and rereading the material or conducting a discussion session with their peers since some undergraduates majoring in English grasped that they were not the type who are capable of instantly comprehend much material.

Several undergraduates also employ an elaboration strategy (elaboration) by paraphrasing sentences for summarizing which could be done by utilizing their own sentence to make it easier to comprehend or take notes based upon the lecturers' statements.

Alternatively, some undergraduates employed an organizational strategy included in the utilization of the tactics such as taking notes as well as creating diagrams or charts for organizing the subject matter. These was done so that memorizing is easier and more engaging. Thus, not all material ought to be recorded in sentence form.

Undergraduates in ER learning also possess a Metacognitive Regulatory Strategy (metacognition regulation) involving monitoring planning and strategies for regulating learning, such as setting aims when conducting reading or making changes hence that the work is advancing. The subjects seem to be capable of regulating metacognitively and regulating learning strategies through planning by creating a schedule, deciding each task's objectives, along with evaluating the learning outcomes. The things they conducted including making a schedule regarding activities must be done every day in learning ER. They created a

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list of activities which are usually appropriate to ER learning. They also determine the goals of each assignment based upon the assignments' objectives without implementing any special means. To estimate their learning outcomes, aside from based upon the knowledge that they had studied and understood, the undergraduates in English department tend to assess the result according to their learning outcomes' value. If the outcomes are considered to be good, then would not conduct any evaluations.

When the chosen population learn to comprehend ER by themselves, they began learning for understanding how to broaden their learning ER comprehension from reading texts. Their learning way relates to the difficulties they face when the text is deemed difficult to comprehend. The undergraduates tried to study every sentences aspect they failed to comprehend then recorded when they re-read, they then tried to relate the acquired information with other text.

Based upon the interview finding related to their behavior of comprehending the ER through SR employment, it was regarding their self-impact in intrinsic consequences to be consistent with learning activities. They utilized verbal punishment or rewards as a kind of consequence. Since all chosen population were aimed to be successful in things they done, when they are successful, a kind of pride will be emerged due to the received praise, which could be considered as a reward.

The subjects employed the approach of structuring the environment (environment structuring). They attempted to fully concentrate for reducing disruption around the learning setting and regulate physical and mental eagerness to complete academic assignments. Since some subjects are the type of person who does things or assignment while listening to their chosen music while using a headset. Hence, if the learning environment was deemed uncomfortable or jam-packed, subjects would wear a headset then listen to music, or they would move to a quieter place. This is in accordance with the interviews regarding SR in behavior which conducted with subject NM.

*"Maintain motivation to learn to read extensively by remembering that our initial goals have not been fully achieved, so that we can be enthusiastic again. Also remember your parents, because of what? You don't feel optimal to do it every day. There are still many things that have not been achieved, in the academic field it is not optimal, so there is indeed a correction from last year, maybe I overslept...."(Interview on February 23<sup>rd</sup>, 2020)*

In the structuring the environment strategy (environment structuring), the undergraduates try to fully concentrate on reducing disruption around the learning place and regulating both physical and mental readiness to complete academic assignments. For example, in a crowded situation, they choose wearing a headset then listening to their music preference while reading or move to a quieter place if possible.

Self-talk mastery is discerning goal-oriented mastery such as becoming more experienced, satisfying interest, or growing autonomy feelings. To always be concerned with the initial goal, the undergraduates thought upon the results they will attain. Therefore, they attempt to stay focused on the target, hence that it is always goal-oriented.

The performance or extrinsic self-talk is when the undergraduates are faced with conditions to conclude the educational process. They will think of possible higher achievement in the future so that they would try their best in class as a method for convincing themselves to proceed with learning activities. However, when they already felt exhausted or bored, students majoring in English prefer to end the learning process then look for something which capable of restoring their mood. Because if forced, they would only achieve minimum results. They also utilize their competitive nature to fight laziness as well as to convince themselves to keep learning.



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Relative self-talk ability when students thought about specific performance for achieving learning goals, this approach can be realized by attempting better effort compared to others. The chosen undergraduates do not possess specific performance or strategies for accomplishing learning goals but they still attempt to comprehend readings regarding to ER which was a general effort made by every student and remained to be consistent in learning ER.

The undergraduates attempted to make relevant improvement strategies (interest enhancement strategies) which describe their activities when attempting to increase intrinsic motivation while doing assignments through one of the situations or personal interests. No specific effort had been found based upon the interviews, the chosen undergraduates made no attempt to increase their intrinsic motivation since they had no personal interest toward the field discussed in the ER text given which was regarding marine. Nevertheless, they tried to connect the topic discussed with their possible occupation in the future.

It is suggested that undergraduates majoring in English also checked and archived the achievement related to their initial goal in order, hence that they are more eager to learn more since personal interest involves undergraduates' efforts for increasing the connection or meaningfulness of a task. However, no special effort made by the chosen undergraduates regarding improving the connection of tasks with life. They also possess no personal interest in the ER topic they currently learnt, which is about marine. Nonetheless, they attempt to connect the topic they currently learnt with the possible occupation in the future.

Regarding the study results, it can be perceived that environment supports reading learning, particularly in ER learning. Some study results regarding SR in ER learning in terms of time and environment (time/learning environment) showed that students are managing time and place by creating learning schedules to smooth the learning process.

The chosen subjects studied more often at night, while during the day it was very rare, therefore they cannot distinguish whether they were effective or not. Whereas for a flexible place, it means that reading can be conducted anywhere but still preferred to be calm. As for the situation where moving toward quieter is not possible, using a headset is another alternative to be taken. The following is the interview result with subject R, a student majoring in English:

*"I usually study at an effective time, for example during recess, and before the next class. The place is flexible, but mostly on campus, in the laboratory. When I study, I usually move to a quieter place or in the same place, but it makes things calm and quiet, for example using a headset and listening to music while studying."(Interview on March 13<sup>th</sup>, 2020).*

Help-seeking means attempting to acquire assistance from peers, teachers, or adults. Almost every lesson correlated with difficult reading or any work is stagnated when faced with adversity. Hence, they require discussion session. Therefore, some subjects never really solve the problem without the help of others. This could be seen from the excerpt of the interview with subject HN, which could be seen below.

*"Certainly yes and always. Almost every text that is difficult to read or every work that I do if for example I do have difficulties that need to be discussed so surely I will discuss it. So I never solve my own problems that are truly my own without any help it seems rather difficult too." Yeah, I often invite some friends to discuss."(Interview on February 4<sup>th</sup>, 2020).*

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On the other interview, the chosen subjects schedule learning assignments and time based upon priorities in learning ER itself. They strive for a clean and quiet place for learning in comprehending texts related to ER. The following is an interview with subject MNE :

*“I schedule learning and existing tasks. So which one is prioritized first? And most of the night the places is clean, not crowded, comfortable, and not hot.”(Interview on February 24<sup>th</sup>, 2020).*

Moreover, help-seeking which means attempting to get assistance from peers, teachers, and adults when facing difficulties, was done by subject YED as well.

*“Most of the learning methods given by lecturers are in line with expectations. But there are also some that are not in line with expectations. I keep trying to follow lecturer learning that is not in accordance with my expectations, especially when I understand the reading that is not understood and ask questions sometimes the lecturer is not satisfactory in giving answers...”(Interview on February 24<sup>th</sup>, 2020).*

Thus, from the study findings, we can conclude that environments aid and affect the undergraduates for conducting SR in ER learning. The cruciality laid on the students' learning time and environment (time/study environment). They organize time and place by creating a study schedule to ease the learning progression. For daily study time, night time are mostly chosen while some conducted reading during the day. Whereas for a flexible place, it means that they could read anywhere but preferred to be calm, such as the library. However, when it is impossible to move toward a quieter place, using a headset is an alternative choice that could be taken.

Help-seeking is an attempt to acquire help from others. Almost every course or job that gave difficulties should be discussed with the others. The subjects often ask for help from friends or seniors, and sometimes from the lecturer as well. therefore, several students majoring in English mostly solved problems with the assistance from others. They also schedule study time and assignments based upon the priority level. Thus, the prioritize which is more important or ones with close deadline, and so long as the setting is a clean and quiet place, they could conduct ER well. Because if the environment is inappropriate, they will feel lazy and the task will not be advancing.

It can be determined that based upon the study results on SR that have been carried out by students, it was discovered that they mostly organized themselves to comprehend ER in English learning by reading and tried to comprehend their extensive reading notebooks' contents.

Additionally, the extensive way of learning reading which they applied for themselves is by learning to read while emphasizing on the capability to comprehend the distributed or given text, although a person's reading capability can be perceived from their speed and memory. Reading text comprehension surely possess a standard which can be implemented as a benchmark, whether the reader has understood and mastered the reading text content or not. Learning by reading notes also aims to foster and expand reading capabilities and train students for mastering reading skills aspects. These aspects are literal understanding, inferential understanding, reorganization, assessment, and appreciation.

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Each undergraduate possesses unique way of comprehending what they have acquired from the lecturer, there is no most suitable and exact way for understanding things. It all depends on their choice and personality. This is also correlated with behavior and the setting which encourage and assist them to easily comprehend the given text or learning material.

### Discussion

SR for comprehending the undergraduates' ER involved all factors previously described.

First, Individual (Self) acquired from the interviews' outcome with the respondents shown that all of them easily comprehend ER, starting from reciting lessons given by the lecturer, taking notes using easily comprehend words, employing recordings, or using pictures (Schunk& Zimmerman, 2007). It can be determined that everyone possess diverse ways in accordance with their respective personalities.

From their metacognitive characteristics, the population members implement several strategies for controlling or regulating cognition in the learning process, particularly in learning ER (Slavin, 2010). The undergraduates did repetition for memorizing by either reopening and rereading the distributed material or having discussion session with some peers. Moreover, they take notes or summarize material, either by paraphrasing or utilize their own sentences. But occasionally, they take notes based upon the lecturers' statements.

This revelation is in accordance with previous study conducted by Mukhid (1998), who states that SR is a mixture of skill and will. Strategic learners are undergraduates who learn to control, plan, and evaluate cognitive, motivational / affective, contextual behaviors along with processes. Those who realize how to learn well are ones who self-motivate, know the restrictions and potentials, control, and regulate the learning process to become accustomed with the goals' task and context, performance optimization, and advance skills through practice.

Second, each population member has diverse behavior. Hence, surely, the methods they employ to easily comprehend ER are different as well. There are those who generate self-motivation by remembering their initial goal for starting college, how far they have come in college, and achievements they have acquired in aiding them for achieving their initial goals, there are also those who self-motivate by recalling their parents at home.

From the approaches on regulating undergraduates' self-motivation in learning ER, some of the population members deal with distractions, such as crowded situation, around the learning place by choosing to wear a headset then listen to music of their choice or move to a quieter place in order to always be oriented towards the initial goal. Therefore, while reading, the English Department undergraduate always think about the results or results of the goal they will achieve (Santrock, 2001).

Therefore, the English department undergraduates remain focused on the goal of comprehending English texts, particularly in aiding their ER. When faced with exhausting or dull condition, they choose to conclude the learning process and then look for something which capable of restoring their mood. They convince themselves to keep learning with the aid of their competitive nature. However, they tend to not possess particular approaches or performance for acquiring learning goals.

Third, their desired setting in learning and comprehending lessons is diverse. Most prefer to study in a quiet, clean, and relaxed place. Since it really assists them in the comprehension process of ER, even if they ought to study in a jam-packed place, it still could be overcome by wearing a headset and listening to favorite music of their choices, so that it is easier to focus. Wherever they intended to study, providing it can make it easier for them to concentrate, ER is not a problem.

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## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based upon the study outcomes had been carried out in the preceding section, all undergraduates majoring in English possess a way of comprehending ER by utilizing SR, hence they can comprehend it well. The methods implemented by each undergraduate are diverse. Some implemented the reading repetition method and evaluation in the conducted educational process. There are some who conducted SR by reviewing and rereading ER writing to acquire comprehension. There are also those who ask the peers who have understood ER beforehand, by receiving elucidations from their peers, the easier for them to comprehend. Utilizing their L1 to comprehend ER was also done by some, since language itself is crucial in comprehending ER, this method is considered very effective as well.

### Suggestions

Based upon conclusions, the analyst proposed that

1. students can comprehend learning ER by themselves based upon their needs aided by conducting SR.
2. lecturers design more engaging learning activities encouraging students' SR.
3. future researchers elaborate more on the students' SR regarding particular reading materials genres.

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