

**EFL STUDENTS' USE OF SELF-REGULATED LEARNING STRATEGIES IN
COMPREHENDING ACADEMIC READING: AN INTERVIEW STUDY**

A Thesis

**Presented to The Department of English Language Education as a Partial
Fulfilment of Requirements to Obtain *the Sarjana* Degree in English
Language**



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STATEMENT OF WORK'S ORIGINALITY

I honestly state that this thesis, entitled "EFL Students' Use of Self-Regulated Learning Strategies in Comprehending Academic Reading: An Interview Study" was originally written by myself, except for those mentioned in quotations and references, as should be the case in scientific papers.

Yogyakarta July, 12 2024

The researcher



Cindy Wirantih Aullia

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MOTTO

“Allah never said that life would be easy.

But Allah promises that indeed with hardship there is ease.”

(QS. Al-Insyirah: 5-6)

“It's not the burden that crushes you, but how you carry it.”

-Lou Holtz

DEDICATION

I dedicate this thesis to myself because it took a lot of work to get to this point. I have gone through various challenges. I have been battered and beaten from multiple sides, and I almost wanted to give up, but many people wanted me to survive and continue living. Therefore, I am grateful that I could survive and complete my obligations. I want to thank myself for the hard work, sanity, and determination that brought me this far this is the beginning of a real journey where I must be able to do more than this to become a better person for the future. Next, I want to thank my beloved people who were already called by Allah Swt, my late mother, Mrs. Hendriyani Yusuf, my late grandmother, Waana Lamani, and my late grandfather, M. Nur Yunus; thank you for taking the time to accompany me in this world even though this short time is very valuable, and thank you for looking after me from afar, until we meet again in another dimension. I also want to thank my beloved parents, my mother, Mrs. Nurdianingsy Bin Ali, and my father, Mr. Iswan M. Nur, for their continuous support, encouragement, and prayers throughout my journey. I want to thank my brothers and sisters, Ila, Dhandy, Esy, Biman, Nurul, and Apin; aunts Rina M. Nur and Mira M.Nur; my thesis supervisor, Miss Astri Hapsari; and my boyfriend Agi, who always supported and helped me through difficult times and my lowest points during writing this thesis. I am very grateful and lucky to have them in my life, and perhaps I could not have come this far without their love and support. Thank you so much for everything.

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Furthermore, this research still needs improvement because of its shortcomings suggestions and recommendations are really needed and accepted.

I hope this research can be useful for readers of this thesis.

Yogyakarta July, 12 2024

The researcher



Cindy Wirantih Aullia

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ABSTRACT

A study about self-regulated learning strategies in reading comprehension may be beneficial to provide perspectives on how a university student applies self-regulated learning strategies in reading comprehension. In this study, the researcher used three instruments. The first was reading task logs adapted from Maftoon and Tasnimi (2014) for three journal articles. The second was observational notes which also served as secondary data sources. The third instrument used was interview questions which served as primary data, while the questions were framed by using the conceptual definition of Zimmerman and Pons (1986). Looking at the participants' answers during interviews, observing the class, reading the reading logs filled in by the participants, and the researcher's experience while working on this thesis, it turns out that self-regulated learning strategies can help learners dealing with challenges in comprehending academic texts.

Keywords: *academic reading, EFL reading comprehension, self-regulated learning strategies*

CHAPTER I

INTRODUCTION

1.1 Background of the study

In language learning, reading comprehension is defined as the process of making meaning from written texts Anderson et al (1985). Reading comprehension requires knowledge, strategies and a wider range of views or responses. The modern study of reading comprehension was propelled by two complementary ideas, one concerning an enriched level of comprehension beyond the literal meaning of a text—the reader’s situation model Van Dijk, & Kintsch (1983)—and one about the cognitive dynamics of text comprehension, the construction-integration (C-I) model Kintsch (1988). An important value of the C-I theory was its demonstration that reading comprehension could be explained by an interactive combination of top-down (knowledge-driven) and bottom-up (word-based) processes. According to Smagorinsky (2001), in the cognitive view readers are perceived as those who actively construct meaning - not just extract it - by activating schemes or knowledge structures in their minds to connect existing knowledge with new ideas expressed in a reading.

Meanwhile, self-regulated learning is defined as a form of individual learning that relies on learning understanding. In general, this can be described as the extent to which students regulate themselves to the degree that they become active participants metacognitive, motivationally, and behaviorally in their learning process Zimmerman (1989a). According to Zimmerman (1989a) social cognitive view in self-regulated learning to the learning process

emphasizes the role of social interaction and environmental influences and involves the active application of various cognitive and metacognitive strategies. Cognitive strategies refer to three main processes namely personal, behavioral, and environmental that have an important influence in interaction with each other during the self-learning process. Meanwhile, self-regulated learners with metacognitive strategies are persons who plan, organize, self-instruct, self-monitor, and self-evaluate at various stages during the learning process. Motivationally, self-regulated learners perceive themselves as competent, self-efficacious, and autonomous. Behaviorally, self-regulated learners select, structure, and create environments that optimize learning.

According to Zimmerman (1989a), self-regulation in student a student's learning should involve the use of certain strategies to achieve academic goals based on perceived self-efficacy. This argument highlights the importance of self-regulated learning strategies for students. Self-regulated learning strategies are actions and processes directed towards the acquisition of information or skills that involve goals, and the perception of instrumentality by learners. They include methods such as information organization and transformation, self-consequencing, information retrieval, and rehearsal or use of memory aids.

Furthermore, the most important feature of self-regulated learning (SRL) is the setting of goals that guide students' activities towards their achievement. In an educational setting, the goal may be to improve abilities and skills, or learn new skills. Another important feature is that self-regulated learning can be viewed as a dynamic, cyclical flow of actions to achieve desired outcomes. This flow of action includes feedback loops that allow students to monitor the effectiveness of the learning process. Therefore, self-regulated learners can

determine their personal goals. The cognitive process can then be metacognitively monitored until completion. They can interpret their performance and adjust their learning strategies accordingly. After achieving a goal, you can set new goals Schunk & Greene (2018); Zimmerman & Schunk (2011) In this case, students are those who are expected to be able to develop independently without relying on lecturers. In teaching reading comprehension to students in higher education, students must be exposed to a variety of texts with different levels of difficulty. In other words, students will be required to use self-regulated learning to construct their knowledge and understanding in reading. Self-regulated learning also provides various benefits that refer to the process where learners personally activate and maintain cognition, affect, and behavior Brandmo & Berger (2013).

Self-regulated learning strategies are important for EFL learners' reading comprehension because they refer to the process by which learners take control of their own learning, monitoring and regulating their cognitive, metacognitive and motivational processes, and some self-regulated learning strategies play an important role in improving students' ability to understand and retain information Cirino et al (2017)

Pratontep & Chinwonno (2008) found that the use of SRL strategies in an extensive reading program in Thailand improved Thai university students' reading comprehension scores. The findings from the self-regulated learning interview showed that students frequently used all three categories of self-regulated learning strategies i.e. metacognitive, performance and environmental. In addition, the transcription of the data obtained from the verbal protocol of reading showed that students used SRL strategies in the

performance stage more often than in the forethought or self-reflection stages. Another descriptive study, Sutiono et al (2022) investigating the level of SRL of second and fourth-semester students in reading comprehension, this study using a cross-sectional design with 40 English Language Education Study Program students at Lambung Mangkurat University, showed that there was no significant difference in the level of self-regulated learning between second-semester students and fourth-semester students. The researchers also found that students need more organization and planning in learning, such as determining goals and materials, as well as organizing learning activities to achieve optimal performance. In addition, the researchers noted that students faced difficulties in reading comprehension and needed more mastery of English vocabulary. The results showed that the components of self-regulated learning strategies were reflected at the "Good" and "Very Good" levels in students.

There is also a study conducted by Farag (2022) with a journal article entitled "Improving EFL Preparatory Stage Pupils' Reading Comprehension Skills through a Web-Based Self-Regulated Learning Strategies Program" exploring the impact of a web-based self-regulated learning strategies program proved effective in developing reading comprehension skills. The study showed that the experimental group (participants who engaged in the web-based self-regulated learning program) had significantly higher reading comprehension skills and self-regulated learning abilities compared to the control group (participants who received learning through regular methods). Therefore, the researcher recommends the implementation of self-regulation strategy training for EFL teachers and the utilization of web-based self-regulation strategy programs to improve language skills, especially reading

comprehension skills, in EFL preparatory stage education. Mohammadi et al (2022) emphasized the importance of teaching self-regulated learning in improving reading comprehension and critical thinking skills among students. This study used a quasi-experimental pretest-posttest design with experimental and control groups. This study used PLS-SEM to examine the relationship between self-regulated learning components, reading comprehension, and critical thinking. The findings of this study underscore the positive impact of self-regulated learning on these important academic abilities. Overall, this study provides valuable implications for syllabus designers, educators, and students, emphasizing the importance of integrating self-regulated learning strategies into educational practice. Maftoon & Tasnimi (2014) confirms this journal article discusses a study on the use of self-regulation strategies to enhance EFL learners' reading comprehension in Iran, where self-regulation and self-regulated learning are closely related concepts. Self-regulation refers to the ability of learners to control their learning process, including their thoughts, emotions, and behaviors. Self-regulated learning, on the other hand, refers to the process of learners actively monitoring and controlling their own learning process, including setting goals, planning, monitoring progress, and evaluating outcomes. In other words, self-regulated learning is a specific application of self-regulation in the context of learning. Self-regulated learning involves the use of self-regulation strategies to enhance learning outcomes. The study involved an experimental group that received direct teaching of self-regulation strategies in reading, along with task-supported instruction, in ten sessions. The results showed that the experimental group outperformed the control group in reading comprehension. The study suggests that incorporating

self-regulation strategies in language programs can be beneficial for EFL learners. The article also provides details on the self-regulation strategies used in the study and the implementation process. Last, Tse et al (2022) explored the relationship between self-regulated learning strategies and reading comprehension among bilingual primary school students in Hong Kong. The authors defined and measured self-regulated learning strategies using a questionnaire and analyzed the data using structural equation models. The authors suggested that teachers should consider students' cognitive processing capacity when teaching SRL strategies and provide direct instruction on when, how, and why to use certain strategies in reading. This study found that self-regulated learning strategies are positively related to reading comprehension in Chinese and English. In addition, this study highlights the need for future research to explore various SRL strategies, including cognitive, metacognitive, and affective strategies, to provide a comprehensive understanding of the use of SRL strategies on students' reading comprehension.

Previous studies in self-regulated learning strategies in reading comprehension (Frag, 2022; Maftoon & Tasnimi, 2014; Mohammadi et al., 2022; Sutiono et al., 2022; and Tse et al., 2022) show the effectiveness of Self-regulated learning (SRL) strategies in improving students' reading comprehension ability. However, no previous studies discuss specifically the participants' self-regulated learning strategies in the process of comprehending academic journal articles for their academic reading tasks during the process of their undergraduate thesis writing. Therefore, to fill this research gap, this study describes self-regulated learning strategies for enhancing reading comprehension skills in EFL university students.

1.2 Identification of the Problems

Learners may not automatically develop self-regulated learning strategies in lessons, let alone in reading comprehension so in the context where the author conducted the study, some problems that are often faced by university students related to reading comprehension, especially in academic reading are comprehending the reading and explaining back the information obtained from the reading, lack of grammatical knowledge, reading comprehension skills that are still lacking and students' lack of interest in reading or enthusiasm for learning. The study was conducted by Anwar & Sailuddin (2022) on academic reading difficulties in higher education. This study aims to identify language difficulties in reading academic texts among Indonesian students. Some of the main problems faced by students in academic reading: *Difficulty with Academic Vocabulary*, and recognizing the meaning of academic vocabularies was highlighted as a significant challenge for students. *Lack of Background Knowledge*, students' insufficient prior knowledge related to the text was identified as another major issue affecting their reading comprehension. The lack of background knowledge, especially in unfamiliar topics, hindered students' ability to engage with the text and draw inferences. *Reading Quickly for Overall Interpretation*, reading quickly to grasp the overall interpretation of the text, also known as skim reading, was noted as a problematic reading skill. *Translation and Understanding of Difficult Words*, a significant percentage of students mentioned having difficulties with translating and understanding difficult and formal words in academic texts. This language barrier posed a hurdle to their reading comprehension. *Reading Skills and Language Style*, some students also

highlighted the lack of reading skills and the complexity of language style, including academic language and intricate sentence structures, as additional factors contributing to their reading difficulties.

By identifying these key issues, this research highlights the particular challenges that Indonesian students face in academic reading. To understand these problems, it is necessary to support the relationship between difficulties in academic reading and self-regulated learning. First, the ability to self-regulate in the academic reading process can affect how effective a student is in understanding complex texts. Students who have good self-regulation skills may be better able to overcome difficulties in understanding difficult academic vocabulary or in reading quickly to get an overview of the text. Secondly, students who can organize themselves in the learning process tend to be more effective in acquiring new knowledge. In the context of academic reading, the ability to manage time, reading strategies and self-understanding can help students overcome obstacles that arise during the reading process. They can use self-regulated learning strategies to identify problems, evaluate their understanding, and take steps to improve their comprehension of the text.

Students with good self-regulated learning can realize the functional relationship between their thought patterns and actions which are often called strategies Zimmerman (1986). As a consequence, a study about self-regulated learning strategies in reading comprehension may be beneficial to provide perspectives on how a university student applies self-regulated learning strategies in reading comprehension.

1.3 Purpose of the study

This study describes a third-year university student's use of self-regulated learning strategies in reading comprehension.

1.4 Significances of the Research

The results of this study are expected to contribute to EFL students realizing the importance of Self-regulated learning in reading comprehension. In addition, the results of this study are also expected to provide input for students to improve Self-regulated learning in controlling themselves which will affect thoughts, feelings, motivation, and actions in EFL reading comprehension.

CHAPTER II

LITERATURE REVIEW

This chapter explains the theories of this study. It covers the theories of *self-regulated learning strategies* in reading comprehension

2.1 Self-regulated learning strategies in Reading Comprehension

Based on the theory of social cognitive learning Zimmerman (1989b) states the triadic view of SRL that three main processes, namely personal, behavior and environment have an important influence on interacting with each other during the independent learning process, students are able to exercise strategic control in every influence that is considered as self-regulated in their learning so that there is a reciprocal relationship.

According to Zimmerman (1989) metacognitive decision making processes involve two levels of planning and controlling. At a general level of self-regulated learning, planning involves decisional processes for selecting or changing self-regulated learning strategies. At a specific level, control processes guide monitoring of strategic and nonstrategic responses. According to this analysis, “students’ effectiveness in planning and controlling their use of personal, behavioral and environmental strategies to learn is one of the most visible signs of their degree of self-regulated learning” (p. 6). Affective states can also influence self-regulated learning. Zimmerman (1989) claims that evidence shows anxiety can, for example, impede different metacognitive processes, particularly control processes, and this, in turn, can inhibit setting long-term goals. He further adds that to social cognitive theorists, self-efficacy belief is a key variable affecting self-regulated learning because it is related to

two key factors of learning strategy use and self-monitoring. Self-efficacy relates to a learner's beliefs about his or her capabilities to learn or to perform a task.

According to Zimmerman (1989) there are three classes of student behavioral responses which are of relevance to the analysis of self-regulated learning: self-observation, self-judgment, and self-reaction. Each of these classes is influenced by personal processes, as well as environmental processes. In addition, the actions in these classes are observable, teachable, and interactive. Self-observation refers to systematically monitoring one's own performance. "Observing oneself can provide information about how well one is progressing toward one's goals". Zimmerman also adds that two common behavioral methods of self-observation are reporting and recording of one's actions and reactions. Self-judgment refers to learners' "responses that involve systematically comparing their performance with a standard or goal" (p. 7). Standards or goals may include social norms or temporal criteria, such as earlier performance on tests. Two common ways of self-judgment are checking and rating. Re-examining one's answers to a learning problem and rating one's answer in relation to those of others or an answer sheet are two examples of checking and rating procedures respectively. The third, self-regulated response is self-reaction to one's performance. Zimmerman enumerates three interdependent classes of self-reaction strategies, derived from Social Cognitive Theory. The first one is behavioral self-reaction strategies by which learners try to optimize their learning responses. Using such strategies as self-praise or self-criticism is a case in point. The second class of reaction strategies is personal by which learners seek to enhance their

personal processes, such as goal setting or memorizing. Environmental self-reaction strategies are the third class by which learners try to improve their learning environment.

Environmental influences: Social cognitive theorists have paid particular attention to the impact of social experience and environment on human functioning and learning. Zimmerman mentions five environmental influences which are assumed to be reciprocally interactive with personal and behavioral influences. Modeling is one type of environmental influences, which are given particular emphasis in social cognitive theorists (SCT), and has effect on self-regulated learning. Modeling of affective coping strategies is an example in this regard. According to SCT, verbal persuasion is another important form of environmental influences; however, Zimmerman states that this type of social experience is less effective because it depends on learners' level of verbal comprehension, but if combined with other forms of environmental experiences, it can be a powerful medium for conveying a wide variety of skills. Verbal elaboration of a manipulation sequence is an example of verbal persuasion. Direct assistance from others, like seeking help from teachers regarding an assignment, and using symbolic forms of information, such as pictures, diagrams, and formulas are two other sources of social support. The final type of environmental influence is the structure of the learning context. According to SCT, learning is highly dependent on the context, such as task or setting. Changing the difficulty level of a task or changing a noisy academic setting for a quiet one are two cases in point.

According to Guthrie et al (1995) reading comprehension is likely to be facilitated by deliberate use of different strategies and this will add further to

the explanation of learners frequency and amount of reading. These metacognitive strategies seem to be fundamental for the understanding of texts and seem to predict achievement more accurately than cognitive strategies Zimmerman (1994). To understand the meaning of a text the students need to monitor their comprehension Pressley & Ghatala (1990) and thus self-regulated learning is important for reading comprehension and achievement.

2.2 Categories of Strategies in Self-Regulated Learning

Based on existing literature, many categories of Self-Regulated Learning strategies were identified. These categories are mostly drawn from theory and research Zimmerman & Pons (1986) strategies included Self-evaluation, Organizing and transforming, Goal-setting and planning, Seeking information, Keeping records and monitoring, Environmental structuring, Self-consequences, Rehearsing and memorizing, Seeking social assistance, and Reviewing records. The inclusion of seeking social assistance as a category of self-regulated learning may appear unusual to readers who assume that self-regulation processes are, by definition, nonsocial Zimmerman & Pons (1986).

Self-evaluation, is a statements that reflect the student's assessment of the quality and progress of the assignment Zimmerman & Pons (1986). Other scholar, such as Schunk (1996) explained that as students work on a task they compare their performances to their goals. Self-evaluations of progress enhance self-efficacy and keep students motivated to improve Schunk (1996). Self-evaluation is a process comprising self-judgments of present performance and self-reactions to these judgments Schunk (1996).

Organizing and transforming, is a statement indicating the student's

desire, either explicitly or implicitly, to reorganize instructional materials with the aim of improving learning Zimmerman & Pons (1986).

Goal-setting and planning, is a statement that reflect a student's efforts to set educational goals and objectives and plan the sequence, timing, and completion of activities related to those goals Zimmerman & Pons (1986). Other scholar, such as Sundaramoorthy (2018) explained indicating that the student sets educational goals and plans next steps, organizes time, and completes activities related to those goals.

Seeking information, is statements that reflect students' initiative to seek additional information about the assignment from other sources while working on the assignment Zimmerman & Pons (1986).

Keeping records and monitoring, is a statement that reflects students' efforts to record events or results obtained in the learning process Zimmerman & Pons (1986).

Environmental structuring, is a statements that reflect students' initiative in choosing or organizing their physical environment to facilitate learning Zimmerman & Pons (1986).

Self-consequences, is a statements about students envisioning the consequences of rewards and punishments they might receive after achieving success or experiencing failure Zimmerman & Pons (1986).

Rehearsing and memorizing, is a statements that reflect students' efforts to practice and memorize the material Zimmerman & Pons (1986).

Seeking social assistance, is a statements reflecting students' efforts to seek help from (9) peers, (10) teachers, and (11) adults who are perceived to be able to provide help Zimmerman & Pons (1986).

Reviewing records, is a statements reflecting student initiative in (12) read the test notes again, (13) notes, (14) textbooks for test preparation Zimmerman & Pons (1986).

Other, is a statements that reflect learning behavior is influenced by others, e.g. teachers and parents with less clear verbal responses; statement of a strong desire or verbal or written expression regarding matters that are still unclear Zimmerman & Pons (1986).

2.3 Conceptual Framework

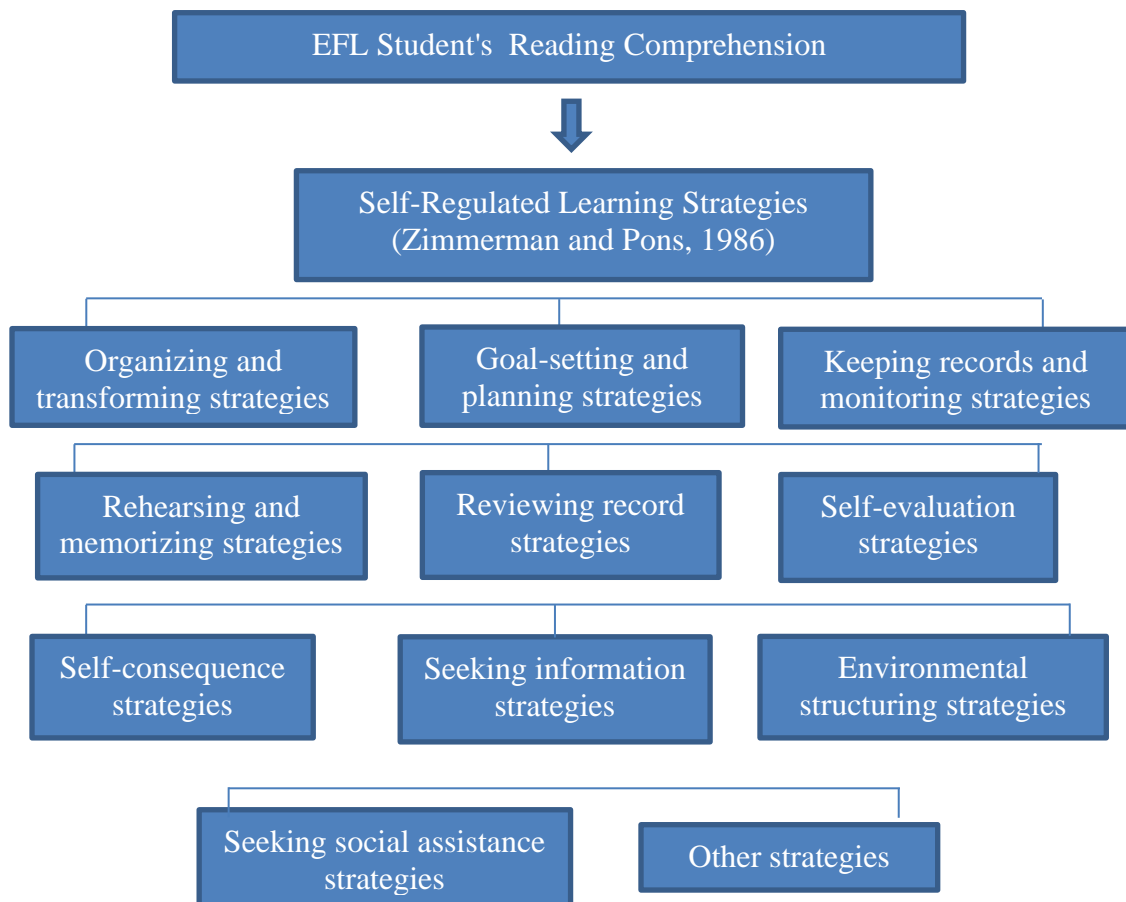


Table 2.3 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methods that the researcher uses, including research design, setting and participant, interview construct, data collection and analysis and trustworthiness of the research.

3.1 Research Design

Creswell (2012) explains that qualitative research is often used to establish the importance of central ideas, explore issues, and develop a small personal understanding of social issues. In short, qualitative approaches are used to explore phenomena to understand practices and behaviors in real social situations for small individual problems. The aim of this study is to describe how EFL students use self-regulated learning strategies in reading comprehension for their academic reading assignments during their enrollment in Thesis Proposal Writing coursework. This study uses qualitative methods that broadly describe self-regulated learning strategies in reading comprehension. Data obtained through the interview study aims to record opinions, feelings, emotions, and things related to Self-Regulated Learning in reading comprehension. Interview studies are conducted so that researchers can obtain more data so that they can understand the situation/conditions through the language and expressions of the sources and clarify things that are not known. As well as secondary data sources obtained directly through participant observation conducted during three Thesis Proposal Writing meetings and participants' daily notes with the aim of presenting detailed and accurate data.

3.2 Setting and Participant

This research took place at a university located in Yogyakarta. The participants involved in this study were four students from fifth-semester where the participants were Clara and Edward from the Thesis Proposal Writing A class, which was taught by Miss Bella, and the other two Aisyah and Carlos from the Thesis Proposal Writing B class which was taught by Sir David. The researcher chose participants by the needs and characteristics of the research as found in fifth-semester students taking the Thesis Proposal Writing course, where their initial process of reading and understanding reading articles to complete their writing assignments was very relevant to my research. The participants have different backgrounds in completing their writing assignments, in class A Clara is completing chapter three of the writing assignment because she chose to take the publicist route, while Edward is in the process of looking for a suitable article to use as a mentor text. Meanwhile, in class B, Aisyah and Carlos are completing chapter three of their writing assignment because they chose to take the publicist route.

The participant agreed to participate by signing a consent form. Data were collected both in a classroom setting (through the researcher's observation) and outside the classroom setting (through documenting the process of self-regulated learning strategies in reading comprehension from the participants in their three journals reading and interview sessions).

Table 3.2 Table of Participants Characteristic

Name of the participant	Gender	Age
Edward	Male	21
Clara	Female	21
Aisya	Female	20
Carlos	Male	23

3.3 Research Instrument

In this study, the researcher used three instruments. The undergraduate thesis supervisor acted as the validator of the instruments and assisted the researcher in developing the instrument from adapted version of Maftoon & Tasnimi (2014), referring to Zimmerman & Pons (1986) construct. The first was reading task logs adapted from Maftoon & Tasnimi (2014) of the three journal articles (Appendix 1) which served as secondary data sources. The reading log is a reading log that students need to fill out during their reading sessions. It involves reading three main journals and recording activities in the reading log provided.

The second was observational notes which also served as secondary data sources. According to Parra & Hernández (2019) observations aim to explore classroom dynamics and interactions between teachers and students. It is from the results of these observations that these observation notes emerge as a reliable source by conveying an activity that was carefully observed by data and facts.

The researcher observed Miss Bella at the first meeting and Sir David's class at the first meeting, but I did not make observations in Sir David's class. In the first stage of Miss Bella's class, apart from discussing with the lecturer, they also discuss with their classmates so that it is like a study group,

explaining and doing questions and answers so that they master the class very well, carry out their respective tasks, namely looking for topics and reading articles to find mentor texts and ask if no one understands. For this class, several female students including Participant Clara have completed their writing assignments, while male students including Participant Edward are still searching for topics to determine their text mentors they combine their mastery of the class well. When all students did their assignments very well, Participant Edward showed the topic he would take and explained about the topic, the lecturer answered and explained that when choosing a topic it is better to fix it and then do research on the topic for example, focusing on the topics of reading, listening, vocabulary, speaking, and writing. Meanwhile, participant Clara had difficulty in the method section, requiring additional references to reach 500 words.

Meanwhile, in Sir David's class, they do everything themselves. Students have discussions with the lecturer when they are ready and take turns. Therefore, I was advised not to make observations by the lecturer. Instead, I was able to chat with the participants and offer some information about what participants should do while observing their Self-regulated learning process in the classroom.

The researcher made two observations in Miss Bella's class, and once in Sir David's class. The researcher observed Miss Bella's class for the second meeting. At the second meeting, the lecturer asked about the progress of the students and participants and then discussed them one by one with the students and participants. Participant Clara discussed the writing assignment and asked about what was missing in chapter 3, the lecturer asked him to re-

read the mentor text for reference. Then the lecturer discussed explanations about qualitative and quantitative, data analysis, thematic analysis, and instrument data theory, and explained semi-structured interviews, observations, and other components.

Participant Edward turned to discuss the topic that will be discussed is "Motivational classroom management strategies" showing several mentor texts that he has received then the lecturer discussed that motivational strategies are needed to make observations using video or audio about what the teacher does in the classroom, then Participants chose one article from several that they searched for and were asked to read it again for understanding. The students also had a turn to discuss several articles they had found.

Participant Edward is still in the process of searching for and reading mentor texts about "Motivational Strategies" while students and participants are also doing the same thing searching for reading and discussing with their friends next to them.

The students and participants displayed a high level of understanding of the subject matter. They comprehended the instructions given by the lecturer with ease. The students and participants mastered it by focusing on themselves and their goals to find articles related to the topic they wanted to take.

Until the end of class, the male students had the opportunity to discuss with the lecturer because they needed some teaching about the article they were going to take. The lecturer even reminded me to look for articles as a mentor text that suit the needs and requirements of the last three years. Looking for articles for a mentor text must have participants (empirical studies) and must

be by what you want to investigate. I think from this second meeting I also gained some knowledge because the discussion was about qualitative and quantitative.

The second stage involves a more detailed analysis of the observed events to identify patterns and themes.

At the first meeting in Miss Bella's class the pattern of habituation from the Self-regulated learning theory that was applied was interpreted in the results of **Organizing and transformation**, namely discussing managing material in the TPD (Thesis Proposal Defense) course improving it was then required to be competent in preparing written assignments in the TPW (Thesis Proposal Writing) course.

Then they do **Goal-setting and planning**, the participants and students tend to discuss how they will create a research narrative and how they will determine qualitative and quantitative data to collect.

They also carry out **Keeping records and monitoring**, students and their participants discuss with lecturers to create new ideas and ideas about their topics, as well as discussing with classmates their opinions and points of view they record and remember them before fixing the topic and then doing research.

The students and participants also applied **Seeking information**, namely collecting several articles to discuss which ones were suitable and which ones were not to serve as mentor texts.

The students and participants also applied **Seeking social assistance**, ask questions and have discussions with the lecturer when you have difficulty and are confused about finding articles.

And finally, the students and participants carry out **Self-evaluation**, they evaluate the way they work by finding out by discussing and asking questions. Meanwhile, in Sir David's class, the pattern of habituation from the Self-regulated learning theory that is applied is interpreted in the results of observations in the class such as **Keeping records and monitoring**, **Reviewing records**, **Self-evaluation** after discussing with lecturers, and occasionally **Seeking social assistance**.

At the second meeting in Miss Bella's class the pattern of habituation from the Self-regulated learning theory that was applied was interpreted in the results of Participant E carried out **Goal-setting and planning**, searching for and reading every article that was appropriate to the topic he wanted. He carried out Self-regulated learning to collect 20 articles and selected them to serve as mentor texts.

Other students also carry out Self-regulated learning such as **Goal-setting and planning** to find and read articles.

Then they **Seeking social assistance**, ask questions, and have discussions with the lecturer when they have difficulty and are confused about finding articles.

Participant Clara completed Reading Log session 1 in which he carried out self-regulated learning such as **Reviewing records** of the first article that was his mentor text.

The final stage aims to understand the reasons underlying the observed dynamics by conducting interviews with teachers to gain their perspectives. For the final stage I will conduct interviews with four of my student participants, two from Miss Bella's class and two from Sir David's class.

The third instrument used was interview questions which served as

primary data. The interviews were semi-structured, meaning this series of questions allowed new questions to emerge from the answers given by participants and were used to delve deeper into the topic. Participants were asked about their self-regulated learning strategies for reading comprehension in each course, as well as the assignments completed for each course and their corresponding grades. The questions asked about how self-regulated learning strategies for reading comprehension in each course, according to the interview construct, asked about the assignments completed for each course along with the grades.

Here is an example interview of a self-regulated learning strategy for reading comprehension, while the questions will be conducted using the conceptual definition of Zimmerman & Pons (1986).

Table 3.3 Table of Interview Construct and Questions

Interview Construct and Questions

Context & Construct	Conceptual Definition	Components	Interview Question
Context : Reading Comprehension in Academic Reading Construct : Self-regulated learning strategies by (Zimmerman & Pons, 1986)	Self-regulated learning strategies are defined as actions directed at acquiring information or skills, and goals, and include a variety of actions carried out by individuals to control, organize, and direct their own learning processes	Organizing and transforming	1. How did you organize your reading material? 2. How do you transform the ideas in the reading material so that you comprehend them?
		Goal-setting and planning	3. How do you set goals to stay self-regulated in reading? 4. How do you plan to manage your time in reading?

	(Zimmerman & Pons, 1986)	Keeping records and monitoring	5. How do you try to keep records of the results of the Thesis Proposal Writing course? 6. How did you monitor your self-regulated learning in reading during a lecture?
		Rehearsing and memorizing	7. How do you apply rehearsing and memorizing in reading journals to enhance reading comprehension?
		Reviewing records	8. How is your learning strategy when reviewing the material?
		Self-evaluation	9. How do you feel after the academic reading activity?
		Self-consequences	10. Do you feel successful or not when UTS reaches its target? So if you feel that your reading comprehension achievement is lacking, how do you overcome this failure?
		Seeking information	11. What are your strategies to improve your reading comprehension?

		Environmental structuring	12. How is the environment around you when you are self-regulated learning in reading?
		Seeking social assistance	13. How if you have difficulty learning on your own, what will you do?

3.4 Data Collection and Analysis

The researcher conducted two observations in class the first secondary data collection started on February 26, 2024, and the second on February 29, 2024, for Miss Bella's class, and for Sir David's class on March 4, 2024. Before conducting observations in class, the researcher makes observation notes containing Classroom activities, Academic reading activities in class, Mastery of participant Self-regulation, and Material evaluation, to record these activities in a neat and orderly manner from the beginning to the end of class every minute. The secondary data analysis process is collected by researchers as additional and supporting information to complete research data, one of which is by conducting classroom observations, the purpose of which is to help researcher better master and understand the research context because primary data is the main data used in research.

Furthermore, the researcher will continue interviewing four students to explore their perceptions regarding the use of self-regulated learning strategies in reading comprehension (Appendix 3). Researchers interviewed participants in Miss Bella's class on June 8, 2024, at 7.00 PM via Zoom, which lasted around 33:08 (33 minutes 08 seconds), and in Sir David's class on June 12,

2024, at 10.20 AM via Zoom, which lasted around 45:50 (45 minutes 50 seconds) (Appendix 4). Thematic analysis is a qualitative data analysis method that involves reading the data set and looking for meaningful patterns in the data to find themes. It is an active reflective process in which the researcher's subjective experience is central to understanding the data. Therefore, starting from the first stage of the analysis process, researchers needed to understand all parts of the data. The second stage created coding from the category labeling process to identify different themes and their relationships. The third stage of analysis on broader themes consists of analyzing the codes and reviewing how they can be combined to form an overarching theme. The fourth stage of reviewing themes starts with compiling a series of themes and refining themes, such as reworking themes and creating new themes. The fifth stage is defining and naming themes, defining and refining each theme further, and analyzing the data to determine what aspects each theme captures. In the last stage, after the researcher analyzes the data, the author will discuss and present the data and make conclusions based on the findings Braun & Clarke (2006).

Table 3.4.1 Sample of the interview's transcript

Subject	Line	Transcription
S1	9	Okay target, actually E... I manage my time, but I'm doing not good time manage, because there is another something there I do but where I do is to find my comfort zone dream actually so I'm looking for moments where the atmosphere is just nice and maybe is not a good thing for a couple of people but for me is a thing there I do so it makes me easier to read aloud of the article just in one setting I can do aloud of the article just in one setting if I am good moment, so I cannot I can't force myself to do it so I need to find some moment that I think is good to read another article, I start is good think but this how I do it like that is.
S2	10	Yes.
R		It's okay because everyone has different ways of organizing themselves.
S1	11	Yes, of course.
S2	12	Okay, meanwhile for me, usually the first way to determine my reading target is the intention, like that, I'm spread at works opinion we need to do about our comfort zone what's really the most convenient time for us to read, because in my opinion reading is not an easy thing yes event which like reading one article is not that easy, so the first thing is to have the intention first, the second thing is to set it in advance like oh my target is one week, at least how many words do I have to write, which means I have to have reading materials, at least there are three sources, for example, so I really have to target it myself is, that's the intention in the first place, usually I set it one day, for example, get the feedback on Tuesday, oh, that means Before Tuesday at least I have to finish, I really have to force my body a little to read another article.

3.4.2 Thematizing & Coding

In this section, the researcher organizes ten themes based on the literature format category of Self-regulated learning strategies Zimmerman & Pons (1986). Participants' answers were obtained from an analysis of participants' perceptions based on their daily experiences in reading comprehension.

Table 3.4.2 Thematizing & Coding

Construct	Theme	Code
Self-regulated learning strategies	Organizing and transforming strategies	(Line 4-8), (Line 3-6)
	Goal-setting and planning strategies	(Line 9-14), (Line 8-11)
	Keeping records and monitoring strategies	(Line 15-19), (Line 12-17)
	Rehearsing and memorizing strategies	(Line 21-22), (Line 18-21)
	Reviewing records strategies	(Line 24-25), (Line 22-23)
	Self-evaluation strategies	(Line 27-28), (Line 24-25)
	Self-consequences strategies	(Line 29-36), (Line 28-33)
	Seeking information strategies	(Line 37-38), (Line 37-39)
	Environmental structuring strategies	(Line 40-42), (Line 40-43)
	Seeking social assistance strategies	(Line 43-50), (Line 44-45)
Other important abbreviations: S1: Edward S2: Clara S3: Carlos S4: Aisya		

3.5 Trustworthiness

The researcher must achieve the validity of the results, which means determining the reliability of the results to ensure the accuracy of the results

and interpretations through several strategies such as triangulation Creswell (2012). Zhang & Wildemuth (2009) argue that in qualitative research, conventional criteria are not appropriate for evaluating research results. Instead, they propose four criteria to evaluate interpretive research: credibility, transferability, and conformability.

a. Credibility

Credibility shows the truth of participants' views that are accurate and representative of the events under study and their interpretations Kakar et al (2023). Based on this explanation, related to this research, upholds credibility where the researcher's interpretation must be based on the data obtained from participants.

b. Transferability

The term transferability is also used for applicability, that applicability is more of the researcher's responsibility to transfer data to a new situation or population compared to the original situation. Transferability namely, the extent to which findings can be transferred to other contexts Kakar et al (2023). The results of this qualitative research can also be used in further studies. It may be considered if parties who are not part of the research or readers can relate it to their own experiences.

c. Conformability

Conformability indicates that the existing data consists of participant responses, not choices, or points of view, and is not biased towards other participants or researchers Kakar et al (2023). Furthermore, the researcher indicated that the data obtained and applied by the participants during the

research. With this explanation, the researcher will involve the lecturer as the thesis supervisor to direct and point out errors that need to be changed and check whether this research is feasible or not.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings and discussions based on interviews, observation and reading logs with four participants who participated in this research from different classes. Thus, the discussion highlights the interpretation of the interview results, observation results, and reading logs to describe self-regulated learning strategies in reading comprehension.

4.1 Findings and Discussion

This section discusses the main findings that researchers found when conducting this research regarding EFL students' use of self-regulated learning strategies in comprehending academic reading: an interview study. In this research, researchers conducted classroom observations, created and distributed reading logs to participants, and conducted interviews with four students. In this section the researcher will elaborate on the results of the interview and the results of the observation with the theories that have been elaborated on in the previous chapter. The researcher will focus on discussing the use of self-regulated strategies in enhancing reading comprehension.

4.1.1 Organizing and transforming strategies

The organizing and transforming strategies are a rearrangement to organize material to improve the learning process, especially reading comprehension in students. The results of the interviews in this study showed that the use of organizing and monitoring strategies helped participants improve their reading comprehension. In the observation session, students used organizing and transforming strategies to organize writing assignments in the Thesis Proposal Writing course, namely searching for and

reading journals to complete the writing assignments. According to S1, he organizes his reading material by looking for journals related to his topic then collects them, and after that, he reads them one by one if they are by his thesis, they will be downloaded. S1 also said that he had read more than twenty articles because he had to find one that he thought was connected to the writing assignment so that it was easier to understand. Apart from that, S2 also has the same opinion as S1, where S2 says that the first thing he does is search keywords according to the topic. He looks at the abstract section to see if it is appropriate and sometimes immediately looks at the finding section, then determines whether this year is five years behind or too old. S2 also added that of course he had read around twenty articles or even more to understand the meaning, flow and what the article wanted to convey. From there, ideas were then developed to continue the writing assignment.

“... (S1) that is reliable with our thesis writing, so if I myself E... I want to find it one by one, so I need to search one by one, not like A... collect everything first, I search one by one, I read one by one, if that one can be trusted for my thesis, I will download it, so that's how I organize my reading”. **(Line 4)**

“... (S1) e... if it's all if you say 20 references of course for myself, that I think is more than twenty because so I am looking for something that really connects with me, reliable and more something like that, so I'm really a picky picker for articles, so how I can manage it, maybe how I do it is like finding the keywords I think, what I want to have, so what I want to use is that, I just find the keyword”. **(Line 7)**

“... (S2) that for me i think is not to be different with Edward answers, so the first I need to get my article that truth able to my topic, first maybe I search for the keyword first on scholar and after then I need to read continue the abstract first, first look at the abstract whether this is appropriate, sometimes maybe go directly to the finding first whether the finding relates to my topic and then maybe I'll decide in the year whether it's five years back or too old, so usually if the year doesn't match I will change to a new one, if for example maybe the abstract is not in accordance with what I want I will change to a new one”. **(Line 6)**

“... (S2) okay, and then for me, have I read around 20 articles, yes of course, I've read more than 20 in fact and the way I develop or develop ideas from the

articles I read is usually I have to read them slowly because I can't do it with articles. If you read English quickly, you're afraid there will be misreading, so first read it slowly, first understand the meaning, where the plot goes, what is this article trying to convey, then from there you can come up with ideas on how I can continue my writing". (**Line 8**)

Organizing and transforming activities help participants understand reading material and also connect with previous knowledge while checking and correcting, making outlines, summarizing, and highlighting important points in paragraphs. According to S3, organizing reading material by collecting information depends on what he thinks is important. S3 also believes that what he reads and thinks is difficult will be written in notes and S3 also said how to understand reading by highlighting each paragraph and to understand better, make a summary containing the important points. Apart from that, S4 also believes that prioritizing what he wants to read will make it more organized. S4 also said that S3's opinion about what he reads is important, while S4 reads from the beginning to the end of the reading using the skimming method. Usually, after reading S4, make a resume about the important sentences in the reading, highlight several important words, summarize the main sentences and make notes to mark what each section discusses.

"... (S3) for example, sometimes when I read it, it's like someone doesn't understand, for example there are parts that are a bit difficult, usually I read it once first then I write it down in notes later and then after that I read it again in full with the difficult part, so It's like reading it once, even though I don't know how to continue, but then I'll come back to read it again, then for the further ones, I'll make it like points, sis, so for example, what the paragraph is about, I'll shorten it to make it simple, so if I want to read it again I just have to look at that point oh that's what this is about". (**Line 3**)

"... (S3) I feel that the way to understand the points of the idea is like maybe I usually highlight the paragraph in the paragraph, then if I want to understand more I make a summary containing the important points, that's all from me". (**Line 6**)

"... (S4) it's just that from Aisya it prioritizes what you want to read and what is my interest, so it's more organized about what you want to read, and from Carlos you only read the important things, for me it's usually from

beginning to end that's just the method. Not really from start to finish, it's just like skimming, skimming whatever keywords are interesting or what I need from me". (**Line 4**)

"... (S4) I usually prefer to highlight some important words or make a resume about what sentences are important in the reading, so that I can summarize it in a few sentences, just the main points if it's as simple as possible. I'm like that and I might make a mind map or make notes next to the reading to indicate which part this is and what it's about and there are also notes about what I need too". (**Line 5**)

As a result, based on the explanation above, the researcher can conclude that strategic organizing and transforming can help students organize their reading material, the more they read, the more information they can get to develop ideas to continue writing assignments it can help students to understand reading material and also connects to previous knowledge while checking and correcting, outlining, summarizing, and highlighting important points in paragraphs. Supported by the statement Woltres et al (2005) the organizing and transforming strategy attempts to summarize the material, and put the material into one's own words such as making notes, drawing diagrams, or making concept maps to organize the material in various ways.

4.1.2 Goal-setting and planning strategies

Goal-setting and planning strategies are a way to determine and explain a person's goals and plan the time sequence for carrying out tasks, utilizing time to achieve targets in improving understanding of reading strategies. In S1's opinion, determining time is determining a comfort zone or looking for moments and atmosphere, maybe not a good idea for some people, but according to him, it's because he's not very good at managing time. S1 also added that he didn't target how much he wanted to read because he could end up consuming several articles in one setting. Meanwhile, S2 said that the way he determines reading targets is by first intending to find a comfort zone or our most comfortable time to read because for him reading is not

an easy thing. The event that just reading one article is not that easy. So the first thing is to have an intention, and the second is to set a target for the next week of at least three article sources. S2 also added that determining the reading target starts from our writing target, so targeting it will encourage me to read more information from the article.

“... (S1) actually E... I manage my time, but I'm doing not really good at managing time, because there are other things I do but where I do is find my comfort zone of my true dreams, so I look for moments where the atmosphere feels good and maybe it's not a good think for a couple of person but for me is thing there I do so it makes me it easier to read aloud of articles in just one setting”. **(Line 9)**

“... (S1) okay targeting... for me for myself, I never targeted reading so... like I said before that I can read like a few articles in just one setting, for myself I don't targeted how much I want to read because I can read articles just in one setting, so I just read a few and I like to read how much I read and choose some very good articles”. **(Line 13)**

“... (S2) Meanwhile, from me, usually the first way to determine my reading target is intention, bro, like that I'm spreading at work opinion we need to do about our comfort zone, which is really our most comfortable time to read, because if we read I don't think that's an easy thing, that event which like read one article is actually not that easy, so the first thing is to have the intention first, the second thing is to set it well in advance like oh my target is one week at least I have to write how many words means I have to I have at least three sources for reading, for example, so I really have to target it myself, bro, that's my intention first, usually I set it one day, for example, get the feedback on Tuesday, oh, that means before Tuesday, at least I have to finish, I really have to force my body a little to do i read another article”. **(Line 12)**

“... (S2) okay, and then for me, that I before was to determine the reading target starting from our writing target first, sis. In fact, if I don't target myself, I will get more and more lazy, because the longer I'm lazy, the longer it takes me to finish, so that's the way I target my writing. In the past, it would have pushed me to read more information from the article”. **(Line 14)**

Furthermore, S3 also believes that depending on what you want to do first, for example, if you decide to do the preliminary part that is usually what is done first. For example, regarding his research, he usually starts reading in the reference section after he understands it. Then he hit, in one day, one to three articles were not useful because the next day, he started looking for another article. After all, it adapts to the research, which is a little difficult to find references because there are few references. S3 also

added that the way he determines time depends on the topics he is interested in and likes, usually fast, for example, two articles or three articles a day, only coming back again depending on the mood, situation, and focus on what is needed. Likewise, S4's opinion, agrees that the goal setting is almost the same as S3's focus on what is needed, for example in one article you need one reference, usually you will focus there, but sometimes you don't just need one article, you usually collect many articles at once and skim them everything. So the goal setting is not just one full article, but there will probably be lots of articles but not all of them will be included or covered, because sometimes it can take days or more precisely, just adjust the reading. S4 also added that setting targets is probably a habit because for him, he doesn't really like reading, so he usually makes reading material according to what he wants.

“...(S3) For me, it depends on what I want to do first, sis, for example we are required by the lecturer to do this part, well, usually I go there first, for example about my research, so I will read the references back and forth there first, maybe after I've started -starting to understand and remember that, then I usually target one day, usually 1 to 3 articles, not many, but I usually repeat it again the next day, look for something else, because to be honest, from my research, I don't have many references, sis, because so Even finding references is a bit difficult”. **(Line 8)**

“... (S3) for me, for example, when I decide on the time, it depends on you because I've always been used to reading, so if the topic is really interesting, I really like it, usually it's fast, for example in a day I can read maybe 2 journals or 3 journals, but that's all I get back and sometimes I depend on my mood too. Sometimes we're not in the mood to read either. I'm confused about a lot of assignments. If that's the case, sometimes I need it so I can do something else later, otherwise I put it off for now usually I focus on the task at hand. Otherwise, first, then continue reading this journal, depending on our situation, also if I'm free on Saturdays or Sundays, I need more than 1 journal, for example, if I want to finish quickly, I'm speeding in the sense that I can't read quickly, so I just really focus. So I don't have to open my cellphone, I don't have to open anything else, the laptop really doesn't distract me from finishing reading the journal and I think that's pretty fast”. **(Line 11)**

“... (S4) setting-goals is almost the same as Carlos focusing on what is needed first, if for example in an article I only need one reference, I will usually focus on that, but sometimes I can't, for example there is only one article, so usually I collect them there are lots of articles at once which I will skim. So setting the goal is not just one full article, but there will probably be

lots of articles but not all of them will be included or covered, because sometimes it can take days or more precisely, just adjust the reading”. (Line 9)

“... (S4) planning targets is probably a matter of habit because I don't really like to read, so whatever reading I write, I have to make it according to what I want, for example, I'm more comfortable printing and getting into the habit of opening the pages every day and every day. The sheets, paragraphs and main ideas are given notes so I can know where the discussion is going and what information is already in the article”. (Line 10)

As a result, based on the explanation above, researchers can conclude that with strategic goal-setting and planning, students can determine reading targets by finding time, mood, and comfort zone, focusing reading on what is needed, giving targets with at least two or three articles a day because there are more and more Reading means getting more information and completing writing assignments more quickly and achieving goals more quickly. Supported by the statement Latifa (2017) making plan and setting goals in how much time they need to read articles helps them in managing their reading effectiveness.

4.1.3 Keeping records and monitoring strategies

Keeping records and monitoring strategies is a student's initiative to try to note down or record important things related to the reading topic. In S1's opinion, he used the table template given by his lecturer, keeping records by filling in the timeline of the articles he read. S1 also added that he monitors himself to read or write when he is alone because according to him it is not comfortable to read and write in a crowded situation which can make it difficult to focus. Meanwhile, according to S2's opinion, the way he determines the result of the article he reads is by making a summary. S2 also added that he agreed with S1's opinion that we cannot read or write in public places because many things distract us from our focus. When in class reading articles, we usually just focus on the keywords, what the finding was, what the method was, and who the participant

were, it's different when in the room, usually more focused and careful in reading.

“... (S1) actually, my classes there's a table that my lecture give me, so the lecturer gave me that table, actually the sub-table is for reference, but I use it to manage what I read, I use the table, because the reference table that comes from my lecturer is very helpful for managing the timeline of the article the reading I read, I put it there”. **(Line 15)**

“... (S1) For me honestly, I am not really comfortable reading or writing with lots of people because someone's voice of thought can distract me and make me unfocused. (S1) For me honestly, I am not really comfortable reading or writing with lots of people because someone's voice of thought can distract me and make me unfocused. Even during lessons, I just a review several parts, but outside of lessons at the boarding house or where I am alone, I actually like to read, write and so on. In terms of conduciveness, maybe I can say that I really like doing it outside of lessons, but outside of lessons it's more like solitude”. **(Line 18)**

“... (S2) okay, and then for me, the way you determine the results from the articles I read is usually I make a summary from the abstract like this article investigated of blah blah blah and then from the results themselves I summarize, well from that summary I usually make my own table so it's rich Who is this journal from, what year, using APA style, then I write the findings in the table to the right, like that”. **(Line 16)**

“... (S2) okay and I myself really agree with Edward answer E... I'm the type who can't read and write in public places because it really distracts me, so if I need to handle myself in class, for example to read an article, I usually just look for the keywords. For example, what was the finding, what was the method, and who were the participants, but if, for example, I was boarded in a place that was completely alone, I would usually focus more, bro, like I should have read it more carefully first”. **(Line 19)**

What's more, in S3's opinion, after reading, he try to understand first, then read my assignment again to make sure the article he read relates to the material in more detail he usually make specific points and highlights. S3 also added to monitor his habit of reading and studying at night. Meanwhile, according to S4, searching for articles according to the keywords needed when you have obtained information about the purpose of the topic is usually written again in language that is easy to understand, such as making a resume with a paraphrase of what you read or making highlights and making notes. S4 also added that again he is not the type of person who likes to read, usually setting a time to read the material for example, in the evening before tomorrow's

lesson.

“... (S3) usually, after reading, I try to understand first. Sometimes I don't understand a bit if I read it once, but I have to really understand and then usually I try to read my assignment again to see if it is connected to my material, because I read the journal several times, it's like it has nothing to do with my topic so I have to read it again and relate it again and if it is related we can use it as a reference, if for more details I usually stick to making highlighting points like that”. (Line 12)

“... (S3) maybe from the monitor, but I usually do that every night, so at 8 or 9 o'clock, I literally have no work, no assignments, so I just read and read, even though I don't always read the actual journal but usually at that time I read about assignments because I always do assignments at night, it has become my routine”. (Line 17)

“... (S4) it's just that maybe I usually search according to keywords and my needs, then if I already have the information, I usually write it again in my own language so that I understand better what this is discussing and it fits the topic I want to write about, resume with a paraphrase of what I've already written read or make highlights and make notes next to the text”. (Line 13)

“... (S4) for me, maybe it's because I'm not someone who likes to read, especially reading articles, it's quite heavy, so usually I'm a bit lazy about reading lots of articles, so I set a time, for example in the evening before class, the next day I read material”. (Line 16)

As a result, based on the explanation above, researchers can conclude that keeping records and monitoring strategies can help students to understand the meaning of the articles they read, such as making highlights, and resumes, summarizing important points in articles, and rewriting what is in articles using your language. Supported by a statement Latifa (2017) keeping records and monitoring helps students to understand the meaning contained in the article, but when students encounter difficult words that they don't know when reading, what they do is highlight the word with a colored pen, mark it up, or take notes and rewrite what's in them. These strategies help them draw paragraph outlines because they help them understand what is happening in the text.

4.1.4 Rehearsing and memorizing strategies

Rehearsing and memorizing strategies are students' efforts or initiatives to try to

remember, and memorize material by practicing reading repeatedly until they can understand the content of the reading and remember it. According to S1's opinion, he is not good at memorizing, to help him understand and remember by writing in a notebook and personal notes on his laptop, is his memorization strategy. Meanwhile, according to S2, he also agrees with S1's opinion, that he memorizes by reading small notes or keywords that he has already read.

“... (S1) Actually I'm not good at memorizing things, I'm bad at memorizing, actually what I do is make notes, I have a small notebook helps me to know about anything they read from the article, is it because I'm not very good at memorizing things, especially if for example, this is about material that is very, very difficult to understand I write it down not only in a notebook but maybe I have personal notes on my laptop that can organize the memorization strategy that I have”. (Line 21)

“... (S2) Okay, and so I like to take notes when I read an article, the first thing Edward said before I mean taking notes, usually I read small notes like that or what I usually do to memorize it is A... I remember the keywords- keywords, then sometimes I also have to mark the title on my laptop, for example, I've downloaded it, I've read it normally, I change the title, like what's the name, what year, for example, like Cia 2021_Learning Support, so I remember, oh, it turns out the learning support that Cia discussed discuss this and that”. (Line 22)

Moreover, according to S3 strategy, this is usually done by reading once completely until finished even if there is something you don't understand, then repeating the reading a second and third time and trying to understand what is clear is to understand the journal you usually need to emphasize focusing on the first part before continuing in the second part, after you have finished reading it several times, then write down the essence of the journal in a cellphone note. Meanwhile, in S4's opinion, he usually underlines and highlights keywords or important sentences so that they are better understood and remembered.

“... (S3) as for my strategy, usually I read it once, completely until the end, I don't stop even though there's something I don't know, and then on the second and third reading, I try to understand, so I repeat it, I can read one journal 1 to 4 times, repeating it depending on what language I discussed first sometimes

there are complex journals that sometimes make us think too much, well, if it's something like that, I usually read it over and over again to understand the main points of the journal, because if it's something heavy like that, it's a bit difficult to read just read it once. Then I'm clear, in order to understand the journal, I usually always emphasize that, for example, there is the main material and the main idea, so I usually focus from there, so when I find it, I'll move to the next parts, basically after I've found it, "oh, the point discuss this", then right at the end after reading it over and over again I tried to write the main points of the journal in a cell phone memo, usually I don't order them in a random way, the important thing is just the main points". (Line 18)

"... (S4) so, Aisyah usually focuses more on underlining or highlighting key words or important sentences in the reading, then memorizing it later, it's still the same as Carlos, repeating it over and over again so you understand, so you remember more, that's all". (Line 21)

As a result, based on the explanation above, the researcher can conclude that rehearsing and memorizing strategies can help students to memorize and understand reading material by writing in notebooks, HP notes, or laptops, underlining and highlighting keywords or important sentences so that they are easier to understand and remember. Supported by the statement Latifa (2017) students often use the strategy of transferring reading to notes when rehearsing and memorizing. Several enjoyable activities are also considered to help in rehearsing and memorizing, such as watching films with English subtitles, listening to music with lyrics, and reading English books such as comics or novels.

4.1.5 Reviewing records strategies

Reviewing records strategies is a student's effort to check and re-read notes and articles, read and re-study exam materials, and check writing assignments for reading sections that need to be revised. According to S1's opinion, he doesn't review much in class because it takes time to understand the material. However according to him, if he wanted to review the material, he would study it via Google Classroom or ask friends. Meanwhile, according to S2's opinion, the strategy for reviewing material in class and

after class, is usually to review the results of the notes, whether they are notes that have been written from previous material.

“... (S1) for me myself I actually don't review a lot after the class because I need a time to understand, If I don't understand during lecture to review the learning, usually I will open Google Classroom, something like that, maybe I will read it if I want to understand, if now there is a review after class, maybe I will ask my friends what I don't understand”. (Line 24)

“... (S2) okay, and my opinion is how to what my strategy for reviewing the material in class and after the class, usually I review from my own notes, whether it's my writing, whether it's taking notes that I've written from the previous material, more here and there. Sis, for the way I review material, because usually I'm the type of person who is planning while writing, so I understand more about my own writing, so I mean more like that”. (Line 25)

Moreover, according to S3, those reviewing material prefer to record audio using a cellphone at each meeting for consultation so that it is easier to find. Meanwhile, according to S4, usually after class, they review the material by making notes or usually look at photos of the material in the gallery.

“... (S3) usually, every time I go to the consul, I always record audio, because I rarely sing, when I'm in class, because I'm holding a laptop, I feel like I'm lazy, I record more often and prefer to record from my phone, it's easier to find, if I write Also, my writing is bad, sometimes I can't read it because I want to write so fast”. (Line 23)

“... (S4) because I review the material after class and in every class I make notes so I automatically look at yesterday's notes, what I learned and what the material was, or usually there are lots of photos of the material in the gallery, so I can immediately look at it and look for what I need to look for, like in sort again what is needed and what is not”. (Line 22)

As a result, based on the explanation above, the researcher can conclude that strategies reviewing records help students to learn again by reviewing the results of notes whether they have just been written or previous material. The strategies students use to review material are various, such as via Google Classroom, and recording audio using Hp, usually view photos of the material in the gallery. Supported by the statement Latifa (2017) that students who use strategies reviewing records help to maintain their

reading activities, in the sense that reviewing learning is the same as studying again outside class hours, thereby producing broad understanding and training the brain for strong memory.

4.1.6 Self-evaluation strategies

Self-evaluation is an effort or initiative to evaluate the quality and progress of students in completing reading assignments, as well as providing feedback to review the results of the efforts made in completing assignments. According to S1, reading a lot of articles in English requires a lot of time to manage the meaning, so it looks a little busy, sometimes when you find a good article that is related to the desired topic, it is a small achievement and you can complete the writing assignment after reading several articles. Meanwhile, according to S2, having a reading session is very helpful when writing TPW (Thesis Proposal Writing) because to be honest, writing is not an easy thing, there are certain parts where you feel stuck, usually this is overcome by looking for a journal that is still reliable so you can develop ideas.

“... (S1) First of course a little bit busy because are lots of word articles that I read, maybe for pendidikan bahasa inggris is an English of course in English the word takes a lot of time to process the meaning, actually I feel like saying it beforehand, it's a bit busy because I'm looking for a lot articles and but sometimes I feel related because there are some times I read a good article or maybe finish one or several, after I read it I think of it as a small achievement because I found something that was a very good article or maybe I was able to finish my writing after reading several articles”. (Line 27)

“... (S2) what I felt after I had that reading session, for example from myself, usually the first thing I felt was that it was really helpful when writing TPW because to be honest, writing is not an easy thing, sometimes there are stuck moments and maybe sometimes I've been like After reading it, I feel like I'm still confused, like I don't know what to write, let alone where to start, sometimes I'm still confused. But usually I overcome this by looking for another journal that is still reliable, because I need another copy from another journal so that I have ideas, and maybe the last thing I usually feel after I have a reading session is that there are more ideas than writing, bro, even though Like a few times I might get stuck, but if I find a journal that's really good and

I'm still on fire, I usually immediately get more ideas, more clearly, like oh, where do I go with my writing after this". (**Line 28**)

Moreover, according to S3, the feeling after finishing academic reading is enjoyable, because that is our need to read even though we are burdened, after all, many references need to be read. Meanwhile, according to S4, after academic reading, you will usually be overwhelmed all at once, so you need to balance it with lots of rest and lots of distractions so you don't get too tired of reading.

"... (S3) I feel that when it comes to academic reading, that's for sure, it's not something that I think is actually fun, but because it's a necessity, we need to read to complete it, I think it's a bit burdensome, actually, in my opinion, because there are a lot of references that need to be read and we have to with all my heart I have to read it all, because I'm honest, I'm not too interested in my topic, actually, I'm more interested in other topics just because I got this, like that, but actually it's not that bad after all, after experiencing it at this stage Yes, if I think about it, it's not that bad, it's still okay, but what's clear is that at first I probably felt burdened, that's me". (**Line 24**)

"... (S4) after academic reading, I usually feel overwhelmed after reading so many references or so much information at once, that's usually like "oh, really overwhelmed," so I have to take lots of breaks, because I'm not a person who really likes reading, so I don't really read. It can be a full 1 hour or 2 hours, you have to have lots of distractions so you don't get tired". (**Line 25**)

As a result, based on the explanation above, the researcher can conclude that with self-evaluation strategies applied in learning, students may be more able to persist in completing difficult reading assignments because when they find a good article to read, there is progress in completing the writing assignment after reading in the sense of being able to motivate yourself to achieve goals. Supported by the statement, Saat & Ozenc (2022) define self-evaluation as monitoring a person's process of adapting to improve learning. With self-evaluation, someone will find out their weaknesses and strengths in reading and then evaluate their challenges.

4.1.7 Self-consequences strategies

Self-consequences are the ability to organize punishments or rewards for success

or failure experienced when completing a writing assignment. Self-consequences aim to strengthen oneself in survival and enthusiasm for learning to complete writing targets. According to S1, yesterday during the UTS, only tables were collected which contained updated writing results. According to him, he felt he was 40% successful. But the way he strengthens himself with support and encouragement from lecturers, and sometimes comparing his results with those of his classmates and thinking about how to catch up with them like that encourages him a little. Meanwhile, S2 said that for S1, he said to enter the table that had been sent by the lecturer, it was a little different because, for the TPW (Thesis Proposal Writing) course, he took the published route, so as a result of yesterday's UTS he collected the results of the writing which afterward was still reviewed again by the lecturer. So, according to him 80% success and 20% failure because still need five additional journals in the finding section.

“... (S1) a...enter that, sis, is it like updating the results of my writing”. **(Line 29)**

“... (S1) ok, for me, maybe if Clara says for her it's 80%, for me I'm very successful, I think it's like 40%, something like that, because I'm very, very lacking, A... I'm very far away if for example I say yes from things that. But the way I organize my reading, I actually agree with Clara, there is support from Miss Bella, of course there is a lot of support that is more in the direction of encouraging more, like "let's finish it faster" something like that and that is very helpful in my opinion. If not, after that I like to think like if I were looking at the comparison of my friends, bro, and that's not a good thought, but this is my way, come back again, yes, I see my friends' progress, maybe I see Clara's progress, I see the progress of my friends in my class, I thought about how to chase them, like a little push for me”. **(Line 36)**

“... (S2) ok, for Edward, Edward said, enter the table, Edward, which Miss Bella has sent”. **(Line 31)**

“... (S2) well, for me it's a little different because I'm taking the TPW course, I'm taking the publish route, so for me I have to collect the results of my writing and then it's still being reviewed by Miss Bella, so for example the question is successful or not still 80% because it turns out there are still more revisions”. **(Line 33)**

“... (S2) from myself, because yesterday I felt there was still around 20% failure because it turned out that in finding I still needed to rewrite it again and to be honest, I was a little disappointed with the results of my own reading, it turns out there was still something missing, it's just the way I

solved it that Firstly, I was encouraged by my lecturer, Miss Bella, so it was like oh okay, I was even more on fire, but secondly I still had to read new literature because I had to add 5 journals at that time. So I kept reading it again, sis, and it took almost a week before I finished it”. (Line 35)

Furthermore, S3 said that he felt successful during yesterday's UTS because in the writing process yesterday he received feedback, received direction, so he felt better and felt that this meant that his writing assignment would soon be finished. Meanwhile, S4 said that he felt successful because in general all he did was repeat what had to be done, such as reading and writing, improving and correcting what had been written previously.

“... (S3) yesterday we didn't have UTS, we were told to just write, so this might work”. (Line 28)

“... (S3) I feel like maybe some feel successful, some feel yes, but actually it's okay because in the writing process yesterday, we really got feedback and got direction, so it's like we felt at first that we felt inadequate, but because we got direction, we felt oh, that's okay. , it's getting better and we also feel, oh, it'll be finished soon, so actually, overall, maybe we feel like we've succeeded, we just need to perfect it again”. (Line 33)

“... (S4) Succeed”. (Line 30)

“... (S4) successful, from general it works, it's because we only repeat what we actually have to do, namely reading and writing, improving and improving what we have already written”. (Line 32)

As a result, based on the explanation above, the researcher can conclude that using strategies self-consequences helps students to believe in their processes, and when they feel successful they will make themselves feel better, but if on the contrary, they feel they are still failing, they repeat what they have to do, such as reading and writing, improving and correcting what has been written previously is like getting encouragement and support from yourself and the lecturer and strengthening yourself to complete the writing assignment better. Supported by this statement Chapupu et al (2024) regarding self-consequences giving rewards or punishments for succeeding or not achieving self-made goals, such as self-reward shown by spending time with family, watching television, surfing the internet, and visiting social media, while punishment is

repeating and correcting what must be completed because when you achieve the desired goal the reward is by studying hard.

4.1.8 Seeking information strategies

Seeking information is an effort made to obtain information related to relevant reference sources according to what students need to complete their writing assignments. Seeking information is also an initiative from students in looking for non-social sources of information, usually sources from the library, sources from the internet, or discussing with friends. In S1's opinion, the strategies used are usually looking for information from other sources, because if you discuss it with friends, as has been said before he cannot read or even write in a place with lots of people. Meanwhile, S2 opinion, he agrees with S1's opinion because he also looks for information through other journals, for him asking questions or discussing with friends is not connected because the topics taken are different, usually for sharing writing, for reading he looks for them through internet sources.

“... (S1) e... the strategy if I came from other sources, sis, is actually like that. Because for example, from friends like I said, I can't read or even write in places with lots of people. So I'm more self-directed and it's like looking for another place”. (**Line 37**)

“... (S2) from me, to be honest, it's the same with Edward said before, I also looked for other journals because if I ask my friends the topics are different, so it's like I can't ask my friends, actually, maybe I can just share what this writing is like. , that's what it's like, but if I read it, I'll look for it again”. (**Line 38**)

Moreover, according to S3, reading comprehension usually starts with a focus on making it easier to understand the content of the article, starting from understanding vocabulary, trying to understand each section of the introduction, methodology, and so on. Once understood, strategies are usually highlighted again to improve reading comprehension. S3 also added that he usually looks for information from other sources,

because discussing it with friends is a bit difficult because the topics taken are different, but when discussing it, it's usually with the lecturer. Meanwhile, in S2's opinion, he agrees with S3's opinion about improving academic reading comprehension, you must have great intentions. And to find information, we usually don't discuss it with friends because the topics are usually different, but from internet sources and discussions with lecturers.

“... (S3) from Carlos himself, reading comprehension, I feel that if we have to read, we have to really intend to, because if we don't intend, we can't focus, we can't understand easily, because sometimes the journal texts are in that language. It's a bit high, so you also have to understand the vocabulary, pay attention to the content, if for example the journal is divided into an introduction, methodology, there's this and that, right? I usually try to understand each part first, if it's something that's difficult, for example. For reading comprehension, you really understand it, so you have to understand, for example, what this study discusses in the introduction, and what methodology it uses, that's how I usually understand it, then highlight it again, that's all for me to improve reading comprehension”. (Line 37)

“... (S3) yes, from other sources, but when it comes to discussing things with classmates it's a bit difficult for us because we have different topics, that's why we never discuss things like that. But if you ever had a discussion with a lecturer, sis, when I was confused about looking for a theory, I had a discussion with Sir David asking questions like that and I also found out thanks to him that I also got one of those things, maybe if I went to the lecturer, yes, but if it was a discussion between friends, no”. (Line 38)

“... (S4) if Aisya agrees with Carlos, regarding academic reading, you have to have big intentions, so I usually look for other motivation, for example asking my friends where they've gotten, oh, they're already so far ahead, but that can be my motivation to read more like that. That's very similar to Carlos's opinion, he doesn't discuss too much about what we read with other friends because on average we are all different and even though we are the same, we usually just keep it to ourselves and leave it as our own reading material, and the discussion is just with the lecturer, giving recommendations, giving step by step whatever, because the lecturer understands better”. (Line 39)

As a result, based on the explanation above, researchers can conclude that strategies seeking information help students to search for and add information related to reading topics that suit students' needs to complete their writing assignments, both from internet sources and discussed with the lecturer. Supported by the statement Latifa

(2017) four seeking information strategies used by students are guessing, looking at the dictionary, and asking friends and lecturers when they find ambiguous words in reading texts for various purposes. When they are unsure about their definition, they usually ask their friends to confirm the correct word answer they then ask the lecturer if they have not found the right answer.

4.1.9 Environmental structuring strategies

Environmental structuring is an attempt to organize the learning environment to make learning easier and more comfortable. If students can choose or organize their environment well (Environmental structuring), they can avoid distractions during the reading process. According to Social cognitive theory by Zimmerman (1989a) states that independent learning is not only influenced by personal processes but also by their environment and behavior. According to S1, finding a comfortable place or environment also really helps him in reading and writing. Meanwhile, according to S2, you need to look for a calm environment because even at home you are supported by a quiet atmosphere maybe if you go outside, for example in a cafe or other place, you are looking for a more private atmosphere.

“... (S1) oh, okay, okay. For me of course it is very, very supportive, for me, for the environment itself, you mean more towards the place, right? where I read and write, right?”. **(Line 40)**

“... (S1) for me, it was really very helpful, I even moved out, I even moved to a new place just to find a very comfortable place for this TPW class of course, so I think now this moment is very, very helpful”. **(Line 41)**

“... (S2) for me, it's actually quite helpful, for example, even if I'm at home, my environment is quite helpful because I need to be calm, even if I might go out I'll look for an atmosphere that's quite private, so mostly it really helps me”. **(Line 42)**

Furthermore, according to S3, when choosing an environment, he mostly does activities in his room, but sometimes he wants to find a new atmosphere outside of

usually going to the library. In a cafe, it's not recommended because I think the goal of the cafe is to chat, especially since he rarely goes to the cafe to read. As for the surrounding environment, he prefers his room because it is very supportive and supportive for self-regulated learning in reading. Meanwhile, according to S4, it is very difficult to define an environment that is suitable for reading and writing, usually he needs a quiet place and a place that is conducive to reading, which can set the mood, can build up motivation for reading. S4 also added that he thought cafes were an option because there was food and Wi-Fi, but most cafes were too noisy so they weren't very conducive for reading, let alone writing. Another option is in the room, but if in the room he prefers to find a time when there is not a lot of noise and there are not a lot of distractions for reading, he usually covers it by using a headset or headphones to limit the sounds from outside.

“... (S3) I'm actually similar to Aisya, because for example, I read mostly in my room, in a boarding house, but there are times when sometimes I want to go outside, I want a new atmosphere, sometimes being in a boarding house also makes me sleepy, so I'm out looking for a new atmosphere, but sometimes there's still noise in the library, I can hear people chatting and usually when it's like that I don't use a headset, so with the headset I usually tune the instruments to songs like that so it doesn't bother me, if I'm in a cafe I don't do it very often because when I'm in a cafe, the goal isn't to read. When I'm at it, it's more to chat, but if I'm in a cafe, so I'm more often in the library or not in my room, but most of the time I'm in the boarding house, whether the atmosphere is supportive or not. In my boarding house, it's not too noisy, thank God, it's still very possible and supportive for self-regulation the only taboo in the room is the mattress, in my opinion”. **(Line 43)**

“... (S4) it is very important to define an environment that is suitable for reading, it is like setting up the mood for reading and writing as well and usually Aisya really needs a quiet place and also a place that is conducive to reading which can set the mood, you can built up motivation to read like that, and Aisya actually wants it to be like a cafe where there's food, there's Wi-Fi, but the problem is that cafes in Jogja are usually really noisy so it's actually not very conducive to reading, let alone writing, I only come back again if when Aisya is in that room it's also more difficult because next to the bed makes me feel like I want to lie down, so I really look for a place or usually find a time where there's not a lot of noise, there not a lot of distraction to read or use a headset or headphones like that and that's important too for me,

because that way we limit the sounds from outside to only listening from the headset, so it's easier". (Line 40)

As a result, based on the explanation above, researchers can conclude that strategic environmental structuring by choosing a calm and comfortable environment can improve the learning atmosphere and support reading and writing. This is supported by the statement Maftoon & Tasnimi (2014) that environmental structuring is one of the most effective self-regulated learning techniques because it allows students to choose or organize the physical environment so that students can isolate, eliminate, or minimize external disturbances. Apart from that, students can divide the study period into different parts each time.

4.1.10 Seeking social assistance strategies

Seeking social assistance is an effort on your part to seek and ask for help from peers, lecturers, and other people, especially those who have difficulty learning to read. According to S1, the difficulty in studying that he has experienced up to now is probably how to manage myself so as not to be disturbed by any small things, and how he manages himself by having to find a comfortable moment where he has to encourage himself to study and no one can disturb him or sometimes turning off the cellphone or any device that distracts him. Meanwhile, according to S2, he also has the same difficulty in learning to manage himself and the way he manages is by putting away his cell phone, playing music, or watching YouTube, whether it's K-Pop or *Mukbang*, to get back in the mood to study. S2 also added that gathering enthusiasm and mood is important to focus again.

“... (S1) hmm okay, if I myself experienced difficulties actually for the whole time, bro, from the beginning until now, perhaps my own difficulty is how to I manage myself to not get distracted by any little thing, how can I manage myself so as not to be disturbed in the slightest if you ever take care of something like that. How to manage myself, yes, I need to find like very

very one moment that I feel comfortable like that, when I get a moment where I feel like "wow, this is really comfortable, this moment is really good, now at the time I immediately push myself to be okay, no one can disturb me or sometimes I do turn off my phone actually I turn off any device that can distract me like the one that bothers me the most is WA notifications, usually when I". **(Line 43)**

"... (S1) it's your Hp that's the most annoying". **(Line 48)**

"... (S1) yes, every single notification doesn't just WA, every single notification that comes suddenly sounds very distracting, like we have to reply first, but when we hold it, something like that continues". **(Line 50)**

"... (S2) okay, if I have difficulties when I'm studying, usually I'll be like Edward said, maybe I'll put my Hp away for now, then usually I play the music, I usually get my mood back with music, or I watch YouTube first, whether it's K-pop or usually *Mukbang* is just what I like, the important thing is it's a way for me to turn my mood around again". **(Line 46)**

"... (S2) yes, gather your enthusiasm first, get in the mood first and then I feel like I can focus more like that". **(Line 47)**

Furthermore, S3 also added the opinion that if he experiences difficulties, he first overcomes them by finding out for himself, then afterward he discusses them with friends, or if he hasn't found a solution, he usually immediately asks the lecturer to discuss. Meanwhile, according to S4, when he experiences difficulties in studying, the first people he asks are friends who he thinks are closest to him, for example, they don't know either, so he will ask the lecturer face to face to make the answer clearer.

"... (S3) I used to, for example, if I had a problem I would first look for it myself, then discuss it with my friends and if I got a solution, if they didn't understand I would have to go to the final stage and ask the lecturer directly, but sometimes I try to look for it myself, but sometimes it doesn't work, so that could be my first way of looking for it myself, if for example I don't get it, go to a friend, if a friend is confused, one way is to go to the lecturer, that's from me". **(Line 44)**

"... (S4) If it's from Aisya, it's the same as Carlos, the first person to ask is the friend who I think knows best or is the closest to me, I usually ask straight away, but if for example they don't know, I usually look for it myself, but for example in the end There's no answer whatsoever, it's better to just stay for now, tomorrow ask the lecturer directly, because for Aisya herself asking the lecturer for example on WA is a bit too much, so it's better to just stay for now and then ask when we meet again, so that it's better. It's clear what I'm confused about". **(Line 45)**

As a result, based on the explanation above, researchers can conclude that

strategies seeking social assistance help students to socialize with the surrounding environment, such as asking friends, lecturers, or other people for help when experiencing difficulties while studying, either face to face or via chat. Supported by the statement Karabenick & Berger (2013) among self-regulated learning strategies, this is seeking help that involves other people, either directly or indirectly. Student-faculty interactions are a prime illustration of a broad relationship, encompassing various forms of assistance and responses to such requests.

4.2 The Researcher's Reflection

Looking at the participants' answers during interviews, observing the class, reading the reading logs filled in by the participants, and the researcher's experience while working on this thesis, it turns out that Self-regulated learning is as influential in everyday life, reading is one example, the purpose of self-regulated learning in reading every day is to improve reading comprehension because reading is not easy if we don't understand what is meant by the articles or books we read. Self-regulated learning strategies here play a very important role for the researchers themselves and the participants and people out there; using self-regulated learning strategies will make it very easy for us to do this and apply them every day to read and understand reading.

Firstly, the use of organizing and transforming strategies helps researchers organize article reading material according to the topic taken. It also assists participants in prioritizing what they want to read and looking for articles according to their respective keywords or topics.

Second, the use of goal-setting and planning strategies is very related to the life of researchers, where determining goals or determining targets for completing a thesis by reading more than five articles and planning time for a day, a maximum of ten hours, is spent searching, reading, writing articles, resting momentarily relieve boredom and gather the mood. Likewise, the participants determined their reading targets starting with their intention first, finding the right and comfortable time to read, and what they wanted to read first, which could be reading one to three articles a day.

Third, the use of keeping records and monitoring strategies; researchers use this strategy to help record important or core things in the article so that they understand the meaning and purpose of the article. The meaning of an article, when it is understood, is information that we can take and then develop through ideas and monitoring the situation in terms of conduciveness to setting reading time. Likewise with participants, to determine the results of an article they read, they usually summarize, make points by highlighting, write in their language to make it easier to understand, resume with a paraphrase of what they have read, or make highlights and make notes beside the writing. They monitor their time outside of class and work on their own.

Fourth, the use of rehearsing and memorizing strategies in everyday life helps researchers train their memory for each article they read so they can understand the purpose and purpose of the article. It can be trained by reading it repeatedly, the purpose of memorizing is so they can add, collect, and convey information related to the article to people who don't know about it. Once the participants read one journal up to two or three times to understand

the contents of the journal, they also highlighted important sentences to memorize and wrote them down in a notebook.

Fifth, the use of reviewing records strategies, applied by researchers to read and re-study articles related to the topic, reviewing the results of their notes. Likewise, the participants review their notes, make notes, review material that has been photographed in the gallery, and review audio recordings. This is done when discussing with the lecturer. Various ways can be done to review the articles that have been read, which is an easy thing to do to help improve our reading comprehension.

Sixth, the use of self-evaluation strategies is applied to help researchers evaluate progress in completing their thesis, read all the feedback provided, and then complete them one by one. Likewise with the participants, when they find a good article that suits their topic, it is a small appreciation that they must appreciate themselves. Having a reading session can help them complete their writing assignments even if there is a stuck moment because they are confused about what to write and how to solve it. Look for other journals that are still reliable so you can get more ideas.

Seventh, the use of self-consequences strategies, applied by the researcher to see one's abilities regarding failures and successes obtained in completing the thesis, can encourage enthusiasm to persist in completing the thesis. Likewise, the participants felt successful with the writing assignments they carried out; when they felt they had failed, they would get support from the lecturer, which kept them enthusiastic about reading and writing and completing their writing assignments.

Eighth, researchers use seeking information strategies to find more information related to the topic via the Internet and libraries. Likewise, participants look for information through other sources, such as the Internet and other journals.

Ninth, the use of environmental structuring strategies is a strategic key and is applied by researchers; according to him, choosing a calm and comfortable environment is a strategy so that what is read, what is written, and what is studied can flow like water and is very easy to understand, the environment can affect the mood itself, researchers prefer to do assignments in a calm state alone accompanied by music so that the mood is always good and one of the most strategic places in the room. Because when working outside there are many distractions that might take away the focus itself. The participants agreed that finding a comfortable and quiet place could help them focus on their reading and writing material.

Tenth, the use of seeking social assistance strategies also helps researchers ask friends and lecturers for help when experiencing difficulties. Asking the lecturer for help in consulting what needs to be changed, justified, and replaced helps researchers to develop and complete their thesis well. Likewise, the participants said that when they experienced difficulties, they would try to solve them themselves and then ask friends, but if they still couldn't find the answer, they would ask the lecturer directly.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on these findings, the researchers concluded that participants who used self-regulated learning strategies had a positive attitude in dealing with academic reading comprehension challenges, one of which was directing participants to be independent in learning by arranging study schedules, setting targets for how many articles to read a day, choosing an environment that supports calm and comfort learning to read and write, arranging reading material according to the topic taken, reviewing reading material by looking at the notes written, highlighting paragraphs containing important points, and making summaries, training memory for each reading read so that you can still understand while reading repeat the article two to three times to understand the contents of the article, note down every important point in the article to understand the meaning of the article, evaluate each reading process with what is needed to continue writing, give encouragement or encouragement to yourself and be given encouragement from people around you, looking for more information about the topic via the internet or looking for related articles, asking lecturers, friends or other people for help if you have difficulty studying. This process helps participants improve their reading comprehension, as well as assisting them to complete different tasks.

Furthermore, although there were still challenges faced by participants in reading, the participants felt that the difficulties they experienced were how

to manage themselves so as not to be distracted by small things, having to find a comfortable time to read, put away their cellphone, play music, watch YouTube because when you read too much at one time you will get overwhelmed, so to maintain a good mood it is important to stay focused. The participants also added that when reading in the room, the most difficult thing was the bed, but when studying outside the cafe, for example, they couldn't focus. However, indirectly, the four participants said that when carrying out these strategies, they still set aside time to focus on reading, wrote down important points in an article in notes to read again, and did everything in their room by limiting outside noises with a headset, because the room is one of the most conducive places where you can get peace, comfort, and more privacy, making it a target to stay motivated to complete writing assignments. By using self-regulated learning strategies, we can find out our weaknesses and strengths in reading, and we can regulate the time we study, reading a maximum of one to three journals a day and repeating the next day.

In addition, by using self-regulated learning strategies in reading, participants can explore and direct themselves to discover their academic reading comprehension skills, identify their lack of understanding, and determine the need for help to learn. Therefore, it is very important to provide support and encouragement to them to persist in completing the task as they progress towards completing the targets one by one.

5.2 Recommendation

Based on these findings, the researcher would like to convey several

recommendations that can help future researchers develop research in the field of strategies for self-regulated learning, especially in improving reading comprehension. Students need to find suitable learning strategies and times that are convenient for them to achieve their goals. Especially to find out the self-regulated learning strategies used in reading both in class and outside class, which they often do. Because the more suitable the strategy they use, the better their understanding of the reading material they read and also the more information they get. This also applies to finding out what difficulties they experience in learning to read; that way, they can see their weaknesses, strengths, and progress. If there are advantages, then they will use these advantages as their benchmark in reading. If there is progress, then they will apply the same strategies to achieve learning goals, but if there are shortcomings, then they will practice again to improve their strategies in reading. Thus, this will help them improve their reading skills, especially their reading comprehension.

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APPENDICES

Appendix 1. Research Instrument : Reading Task Logs

Reading Tasks Log (Adapted from: Maftoon, P., & Tasnimi, M. (2014). Using Self-regulation to Enhance EFL Learners' Reading Comprehension. *Journal of Language Teaching and Research*: 5 (4), 844-855).

1. Organizing and Transforming Strategies

Take a quick look at the text, and then complete the following chart.

Questions	Answers
What is the title of the text?	
How many paragraphs are there in the text?	
How many headings are there in the text?	
How many subheadings are there in the text?	

2. Goal Setting and Planning Strategies

Before reading the text, go through the following steps:

1. Go over the pre-reading questions.
2. Guess how much time you need to read the text and do the activities:

I guess I need ----- minutes to go through the text and do the activities.

3. Keeping Records and Monitoring + Organizing and Transforming Strategies

Read the text paragraph by paragraph. Please take the following steps in this phase:

If you face any ambiguous word, phrase, or sentence, take one of the following steps to highlight them for further investigation:

- a. Annotating
- b. Underlining them
- c. Jotting them down on your notebook

Is there any other way you would like to use to highlight them? If yes, please specify. Draw an outline for the paragraph. Write a 1-3 sentence summary, according to your outline.

4. Rehearsing and Memorizing

Which strategy helps you most to memorize the new words? Please put a check mark on the following list (You may check more than one option).

Strategy	
Writing them down	
Using mental imagery	
Using repetition	
Using flash cards	
Sticking them on the wall	
Learning them from the context	
Learning them through derivation	
Recording and then listening to them	
Learning them through synonyms or antonyms	

5. Reviewing Records

Go back to the previous phases and check the following:

Have you taken all the steps? Is there any unclear point? If so, remove it before going to the last phase.

6. Self-evaluation + Self-consequence

Self-evaluate yourself and answer the following questions

<p>How much did you get the text? 100% 50-100%% less than 50%</p>
<p>Which phrase helps you more to deal with the text? -----</p>
<p>Have you done the activities correctly? All of them% Most of them% Some of them</p>
<p>Was your time estimation correct? Yes% No</p>
<p>How was your performance in general? Very well% So-do% Not satisfactory</p>
<p>How do you score yourself from 1 to 20? -----</p>
<p>Is there anything else you would like to mention about your reading performance? Please specify (you may specify it in Persian). -----</p>
<p>How do you like this way of reading a text? Merits: ----- Demerits: -----</p>

7. Seeking Information + Seeking Social Assistance

Which of the following ways did you use or would you like to use to remove the ambiguities in the previous phase? Please specify them.

Ways	I tried this way to...
Guessing	
Surfing the net	
Asking the teacher	
Asking your friends	
Consulting a dictionary	

8. Environmental Structuring Strategies

Listen to your environment. What distracts you? How can you change the situation for better?

Distraction	I can adjust it by...	I should tolerate it
Air conditioner		
People's whispering		
Noise from outside the room		
Your thoughts		
Others: -----		

Appendix 2. Research Instrument :

Self-Regulated Learning Strategies

Categories of strategies	Definition
1. Self-evaluation strategies	Strategies that reflect the student's assessment of the quality and progress of the assignment, e.g., "I double-checked to see how well I understood the material."
2. Organizing and transforming strategies	Strategies that reflect student behavior in rearranging learning materials to improve understanding, e.g., "I rearrange some points to develop the learning process."
3. Goal-setting and planning strategies	Strategies that reflect a student's efforts to set educational goals and objectives and plan the sequence, timing, and completion of activities related to those goals, e.g., "I will start reading two to three books on weekends to improve my reading comprehension and academic development."
4. Seeking information strategies	Strategies that reflect students' initiative to seek additional information about the assignment from other sources while working on the assignment, e.g., "Before I understand the reading content of a journal, I collect data from various sources on the internet such as ResearchGate and LinkedIn."
5. Keeping records and monitoring strategies	Strategies that reflects students' efforts to record events or results obtained in the learning process, e.g., "Students record important things they need to learn, and students record things they don't understand to study again."
6. Environmental structuring strategies	Strategies that reflect students' initiative in choosing or organizing their physical environment to facilitate learning, e.g., "I turn off the television while studying to improve concentration", "I isolate myself in my room to avoid being disturbed."

7. Self-consequence strategies	Strategies about students envisioning the consequences of rewards and punishments they might receive after achieving success or experiencing failure, e.g., "Students feel embarrassed if they score poorly on a test, but if they get a good test score they will motivate themselves to maintain their success."
8. Rehearsing and memorizing strategies	Strategies that reflect students' efforts to practice and memorize the material, e.g., "Before presenting in front of the class, I read and memorize to master the material first."
9. (9-11) Seeking social assistance strategies	Strategies reflecting students' efforts to seek help from (9) peers, (10) teachers, and (11) adults who are perceived to be able to provide help, e.g., "Students ask their teachers questions when they have difficulty completing assignments or understanding lessons."
10. (12-14) Reviewing record strategies	Strategies reflecting student initiative in (12) read the test notes again, (13) notes, (14) textbooks for test preparation, e.g., "Students may reread notes, check references of previous assignments, and review guide books."
11. Other strategies	Strategies that reflect learning behavior is influenced by others, e.g. teachers and parents with less clear verbal responses, e.g., "I only follow the instructions given by the teacher."

Appendix 3. Interview Transcription

Interview Transcription

Miss Bella class

Name: Edward (S1)

Age: 21 Years Old

Gender: Male

Name: Clara (S2)

Age: 21 Years Old

Gender: Female

Interview started at 19.00 WIB / June 8, 2024 (via zoom)

R: Oke, Assalamualaikum warahmatullahi wabarakatuh

S1: Waalaikumsalam warahmatullahi wabarakatuh (**Line 1**)

S2: Waalaikumsalam warahmatullahi wabarakatuh (**Line 2**)

R: Hello, let me introduce myself, my name is Cindy

I'd like to follow up interview relate to my observation in your Thesis Proposal Writing classes and thank you for your consent to be my participant of the research.

For now you're going to answer my questions, please use your name with your pseudonym so that your identity will be save in me.

Saya akan membagi sedikit tentang hasil observasi kemarin

During my observations in class I saw several self-regulation strategies implemented in class such as **Organizing and transforming**, yaitu pembahasan mengelola materi pada mata kuliah TPD (Thesis Proposal Defense) and then harus kompeten dalam menyusun tugas menulis pada mata kuliah TPW (Thesis Proposal Writing)

Terus untuk partisipannya sendiri selama pengamatan saya I found Edward sedang melakukan **Goal-setting and Planing**, yaitu mencari dan membaca setiap artikel yang berkaitan dengan topik yang diinginkan, dan ia juga melakukan Self-regulated learning mengumpulkan 20 artikel dan memilihnya untuk dijadikan sebagai mentor text.

Meanwhile, Clara menyelesaikan Reading log sesi 1 dimana ia melakukan Self-regulated learning seperti **Reviewing Records** artikel pertama yang menjadi mentor textnya.

Yang tadi aku sebutin itu termasuk dalam strategis Self-regulated Learning, and then follow up interview questions terkait dengan proses reading comprehension kalian di kelas Thesis Proposal Writing.

Jadi nanti kita pertanyaannya terkait tentang reading comprehension kalian di kelas Thesis Proposal Writing, okey first question.

Ini aku mulai ya pertanyaannya.

S1: Oke ka (**Line 3**)

R: Satu pertanyaan bisa dijawab berdua, silahkan yang mau menjawab duluan

R: First question, how did you organize your reading? bagaimana kamu mengatur bacaan kamu? dan pada observasi pertama dikelas kalian saya mengetahui bahwa kalian ditugaskan oleh dosen untuk mengumpulkan dan membaca minimal 20 referensi untuk Thesis Proposal Writing, bagaimana kamu mengatur bahan bacaan kamu?

S1: E... okay, I want answer this question for me, myself because the design is for me myself because the design is turned an article alright, that reliable with our thesis writing, jadi kalo aku sendiri E... lebih mau ke arah find it one by one, so i need to find it one by one that not like A... ngumpulin dulu semua is not like that, i find one by one, I read one by one if that thing is reliable my thesis let I will download it, so that's how I manage my reading. (**Line 4**)

R: O... jadi satu-satu ya bacaannya?

S1: Yes, benar. (**Line 5**)

S2: Okay and that for me i think is not to be different with Edward answers, so the first I need to get my article that truth able to my topic, biasanya aku bakal cari lewat scholar and then gimana caranya aku cari tau itu relate atau engga, pertama mungkin aku cari

keywordnya dulu di scholar and after then I need to read continue the abstract first, di liat dulu abstraknya apakah ini sudah sesuai, kadang mungkin langsung ke findingnya dulu apakah findingnya relate dengan topikku, baru kemudian mungkin nanti aku tentuin di tahunnya apakah tahunnya ini lima tahun kebelakang atau sudah terlalu tua, jadi biasanya kalo emang dari tahunnya ga cocok aku bakal ganti yang baru, kalo misalnya mungkin dari abstractnya kurang accordance dengan apa yang aku mau aku bakal ganti dengan yang baru, gituu kak. **(Line 6)**

R: O... okay, kita lanjut ke pertanyaan kedua ya, E... bentar jaringannya ngelag

R: Okay E... pertanyaan kedua how do you transform the ideas in the reading material so that you comprehend them? sudahkah kamu selesai membaca 20 referensi sejak pertama saya observasi dikelas tanggal 26 februari dan sekarang kelas sudah berjalan selama 4 bulan, apakah sudah 20 referensi? Bagaimana cara kamu mentransformasikan (mengubah) ide-ide dalam bahan bacaan agar dapat dipahami?

S1: Okay, E... if it's all kalau dikatakan sudah 20 referensi of course for myself, itu i think is more than twenty because A... for me myself apa... I find a the bigger I really have to understand very well, jadi saya tuh nyarinya yang bener-bener apa ya nyambung di saya kak... thats well like thats so I need to find that I really really lucky to understand, reliable and more something like that, so I'm really a picky picker for article, jadi memang saya rada-rada picky lah kalo soal artikel tu, so how I can manage it ya maybe how I do it is like find the keywords I think, what I want to have, jadi apa yang aku mau pake tu ya I just find the keyword, maybe Clara mention before the abstrac can help very well to helping us the pick an artikel so I like that. **(Line 7)**

S2: Okay, and then for me apakah saya sudah membaca sekitar 20 artikel, yes of course, saya sudah membaca sekitar 20 lebih justru dan caranya saya developing atau mengembangkan ide dari artikel yang saya baca tu biasanya saya harus bacanya pelan-

pelan karena gabisa ya kalo artikel bahasa inggris tu di baca cepat-cepat takutnya ada mis reading, jadi yang pertama di baca pelan-pelan dulu, dipahami dulu maknanya, alurnya kemana, apasih yang artikel ini mau sampaikan, baru dari situ bisa muncul lah ide bagaimana saya melanjutkan tulisan saya, gitu kak. **(Line 8)**

R: Okay... kita lanjut ya ke pertanyaan ketiga, how do you set goals to stay self-regulated in reading? gimana caranya kamu menetapkan target sampai bias lebih dari 20 references?

S1: Okay target, actually E... I manage my time, but I'm doing not really good time manage, because there is another something there i do but where I do is to find my comfort zone of my true dream actually, jadi aku tu nyari momen yang dimana lagi enak aja gitu suasananya dan maybe it's not a good think for a couple of person but for me is thing there I do so it makes me it easier to read aloud of article just in one setting I can do aloud of article just in one setting if i good momen so I cannot apa ya aku tuh gabisa memaksa diriku jadi so i need to find some moment that i think is good to read another article, i start is good think but this how i do it, gitu kak. **(Line 9)**

S2: Ya **(Line 10)**

R: It's okay, karena semua orang juga beda-beda kan cara dia mengatur dirinya

S1: Yes, of course **(Line 11)**

S2: Okay, sedangkan dari aku sendiri biasanya cara nentuin target bacaan aku yang pertama tu niat dulu sih kak, kayak that I'm spread at works opinion we need to do about our comfort zone yang bener-bener waktu ternyaman kita kapan sih untuk baca, karena kalo membaca itu menurutku bukan hal yang gampang ya event itu which like read one article itu sebenarnya ga segampang itu, jadi yang pertama harus niat dulu, yang kedua di set jauh-jauh hari kaya oh target aku satu minggu at least harus nulis berapa kata berarti aku harus punya bacaan at least sumbernya ada tiga misalnya, jadi aku emang harus nargetin sendiri kak, emang niatnya dulu sih biasanya aku nya di set perhari kaya misalnya

dapat feedbacknya hari selasa oh berarti sebelum selasa at least aku udah harus selesai emang harus dipaksa sedikit badanku ini untuk read another article. **(Line 12)**

R: Okay, kita lanjut question keempat, how do you plan to manage your time in reading? gimana caranya kamu merencanakan sehari itu untuk baca berapa jurnal? bagaimana kamu menetapkan target?

S1: O... okay targeting ya... for me untuk aku sendiri for myself, I never targeted reading jadi... like I said before that I can read like a few articles just in one setting gitu jadi actually I agree with Clara that mentions what give to target and spesifik how much do you want to get to in one day and the feedback di hari selasa and you just finished hari apa gitu, for me myself I don't targeted how much I want to read because I can read article just in one setting, jadi I just read a few and I like to read how much I read and choose some very good articles. **(Line 13)**

S2: Okay, and then for me, that I before is untuk nentuin target bacaan itu berawal dari target tulisan kita dulu kak, justru kalo dari aku sendiri ga menargetkan akunya bakal semakin males, karena semakin lama aku males semakin lama aku selesai jadi dengan caraku menargetkan tulisanku dulu sampai mana itu bakal ngepush diriku juga untuk membaca lebih banyak informasi dari artikel, gitu kak. **(Line 14)**

R: Okay, kita lanjut ke pertanyaan kelima, how do you try to keep records of the results of the Thesis Proposal Writing course? gimana kamu mencatat recordnya setelah selesai baca satu jurnal apa yang dilakukan?

S1: Actually my classes there's a table that my lecture give me, jadi dosen itu ngasih a table that, is actually subtable for references but I used for the managing of apa yang abis aku baca i used the table, jadi A... I'm not a really good management for something like that because I don't really know how to use make a template of yet, jadi aku gatau cara buat templatnya untuk me manage dan lain-lain but actually beacuse of the table of

references that comes from my lecturer is very helpful for managing the timeline of the reading article the reading I read, I put it there. **(Line 15)**

S2: Okay, and then untuk aku sendiri cara kamu menentukan result dari artikel yang aku baca biasanya aku make a summireze dari abstrak kaya this article investigated of bla bla bla dan kemudian dari resultnya itu sendiri aku ringkas, nah dari ringkasan itu biasanyaaku buat table sendiri jadi kaya jurnalnya ini dari siapa, tahun berapa, pake APA style, baru kemudian findingnya aku tulis di table sebelah kanannya, gitu kak. **(Line 16)**

R: Oh okay... lanjut ke pertanyaan keenam, how did you monitor your self-regulated learning in reading during a lecture? bagaimana caranya kamu memonitor diri kamu ketika membaca saat kuliah dan diluar perkuliahan?

S1: Okay disaat kuliah dan diluar perkuliahan ya? **(Line 17)**

R: Iya

S1: E... for me honestly I not really comfortable reading with around out of lots people even writing, aku sendiri ga terlalu bukan bilang ga nyaman sih lebih ke arah I not really like to read or write around many people gitu because theres aloud of think can distract me, thats aloud think that can make me not focus so for me at the disaat pelajaran I'm not really good doing something but I just a review several parts but at outside pelajaran apa dikos atau dimana actually I like to be a loud to read, to write and thing so untuk dari segi kekondusifan maybe I can say that I really like doing it in outside the pelajaran but diluar pelajaran lebih ke kesendirian aja sih. **(Line 18)**

S2: Okay dan aku sendiri sangat setuju dengan jawaban Edward E... aku tipenya yang gabisa baca dan nulis di tempat umum karna benar-benar ngedistrack aku, jadi kalo aku untuk ngehandle diriku sendiri ketika dikelas misalnya untuk membaca artikel biasanya aku cuman cari keyword-keywordnya aja misalnya findingnya apa, metodenya apa, partisipannya siapa, cuman kalo misalnyaa aku dikos ditempat yang benar-benar sendiri

biasanya aku lebih fokus sih kak, kayak harus aku bacanya lebih teliti yang pertama, itu sih kak jadi emang bener-bener ga bisa kalo dikelas aku tidak bisa untuk baca yang teliti kayak aku sendirian. **(Line 19)**

R: Okay, kita lanjut pertanyaan ketujuh, how do you apply rehearsing and memorizing in reading journals to enhance reading comprehension? gimana cara kalian menerapkan rehearsing and memorizing dalam membaca jurnal? strategi memorizing apa aja yang kamu terapkan ketika membaca jurnal?

S1: Okay memorizing ya ka? **(Line 20)**

R: Iya

S1: Actually i'm not good at memorizing things, I'm a bad memorizing, I'm a really bad memorizing that kind a staff, A... actually what I do is make notes, i have a small notebook in my room that help me to knows about anything they read from the article, apa ya beacuse I'm no really good memorizing something, apalagi kalo misalnya this about material that very, very difficult to understand I write it down not only in a notebook but maybe I have personal notes on my laptop that can organize the memorizing strategies there I have. **(Line 21)**

S2: Okay, and so I like to take notes when I read an article, the first thing Edward said before I mean taking notes, biasanya aku baca catatan-catatan kecil gitu, atau yang biasanya aku lakuin untuk memorizing itu A... aku ingat dari keyword-keywordnya, terus kadang aku juga harus tandai dari judulnya di laptop kak, misalnya udah aku download udah aku baca biasa judulnya aku ubah kayak namanya siapa, tahunnya berapa, misalnya kayak Cia 2021_Learning Support jadi aku inget nih, oh learning support yang dibahas Cia ternyata bahas ini itu. **(Line 22)**

R: Pertanyaan kedelapan, how is your learning strategy when reviewing the material? bagaimana strategi kamu saat meriview materi setelah kelasdan setelah membaca?

S1: Okay, after kelas ya and material ya kak? **(Line 23)**

R: Iya

S1: Hm... Okay for me after class honestly this is I think mahasiswa staff kalo menurutku couple of staff my friend do it, for me myself I actually don't review a lot after the class because I need a time to understand, because aku tuh cukup lumayan ada beberapa hal yang mungkin aku harus pahami, tapi is actually not every single class jadi memang ada couple of class but If I don't understand during lecture to review the learning, usually I will open Google Classroom, something like that, maybe I will read it if I want to understand, if now there is a review after class, maybe I will ask my friends what I don't understand. **(Line 24)**

S2: Okay, and my opinion how to what my strategy to review the material in class and after the class, biasanya aku review dari hasil catatanku sendiri, ntah itu tulisanku, ntah itu taking notes yang sudah ku tulis dari materi sebelumnya, lebih disitu-situ aja sih kak untuk cara aku mereview materi, karena biasanya aku tuh tipe orang yang sambil dijeasin sambil nulis jadi aku lebih paham dengan tulisanku sendiri gitu jadi aku lebih maksud gitu. **(Line 25)**

R: Okay, kita lanjut ke pertanyaan kesembilan, how do you feel after the academic reading activity? kalo misalnya sudah selesai aktivitas membaca jurnal yang kalian rasakan seperti apa?

S1: Okay, the feeling ya, what I feel? **(Line 26)**

R: Iya

S1: First of course a little bit busy because are lots of word articles that I read, maybe for pendidikan bahasa inggris is an English of course in English the word takes a lot of time to process the meaning, actually I feel like saying it beforehand, it's a bit busy because I'm looking for a lot articles and but sometimes I feel related because there are some times I

read a good article or maybe finish one or several, after I read it I think of it as a small achievement because I found something that was a very good article or maybe I was able to finish my writing after reading several articles. **(Line 27)**

S2: Okay, and then apa yang aku rasain setelah aku punya reading session itu ya kak, for example dari aku sendiri biasanya yang aku rasain yang pertama itu sangat terbantu banget saat nulis TPW karna jujur writing itu bukan hal yang mudah terkadang juga ada stuck moment dan mungkin sesekali juga pernah aku kayak setelah membaca justru kayak masih bingung, kayak aku ga ngerti harus nulis apalagi, harus mulai dari mana lagi kadang masih bingung. Cuman biasanya aku atasin dengan cara cari jurnal lain yang masih reliable, karna aku butuh double lagi nih dari jurnal lainnya biar aku punya ide, dan mungkin yang terakhir nih yang biasa aku rasain setelah ku punya reading session itu lebih banyak ide dari tulisan sih kak walaupun kayak beberapa kali lah mungkin ada stuck cuman kalo aku kedapatan jurnal yang oke banget nih dan aku masih on fire nih itu biasanya langsung dapet ide lebih banyak gitu, lebih jelas kaya oh alurnya mau kemana ya setelah ini tulisanku gitu. **(Line 28)**

R: Okay, pertanyaan kesepuluh, do you feel successful or not when UTS reaches its target? So if you feel that your reading comprehension achievement is lacking, how do you overcome this failure? UTSnya kemarin dalam bentuk apa?

S1: A...masukin itu sih kak apa ya kaya update hasil tulisan kalo di saya **(Line 29)**

R: Itu kamu merasa...

S2: Kalo **(Line 30)**

R: Iya Clara

S2: oke kalo untuk Edward tadikan, Edward bilangnye masukin table ya Edward yang sudah dikirim oleh Miss Bella **(Line 31)**

S1: Yes **(Line 32)**

S2: Nah, kalo untuk aku sedikit beda karna yang aku ambil untuk mata kuliah TPW ini aku ambil yang jalur publish, jadi kalo untuk aku sendiri aku harus ngumpulin hasil tulisan aku lalu itu masih di review lagi sama Miss bella, jadi kalo misalnya pertanyaannya successful apa engga masih 80% karna ternyata masih ada revisi lagi gitu (**Line 33**)

R: Berarti kamu merasa belum berhasil dalam UTS kemaren, terus kalo kamu merasa pencapaian bacaan reading comprehension mu kurang, gimana caranya kamu mengatasi kegagalan tersebut? Dan kalo misalnya kalian merasa gagal atau kurang apa yang harus diperbaiki?

S2: Okay, maybe dari aku dulu ya kak (**Line 34**)

R: Iya...

S2: Kalo dari aku sendiri karena kemarin aku merasa masih ada kegagalan sekitar 20% lah karna ternyata di finding aku masih perlu aku tulis ulang lagi dan sejujurnya agak sedikit kecewa ya dengan hasil reading ku sendiri ternyata masih ada yang kurang, cuman cara ku ngatasinnya yang pertama aku dapet semangat oleh dosenku oleh Miss Bella, jadi kayak oh okay lebih on fire lagi gitu, cuman yang kedua aku tetap harus baca bacaan baru lagi karna harus nambahin 5 jurnal waktu itu. Jadi aku tetap baca lagi kak dan itu harus nambah waktu sekitar hamper satu minggu baru aku selesai gitu. (**Line 35**)

R: Oh gitu, okay

S1: Okay for me myself, maybe kalo Clara said for her is 80%, kalo aku sendiri I'm very success I think it's like 40% something like that, because I'm very very a lack, A... aku sangat jauh lah kalo misalnya dibilang ya dari hal itu. But how I manage my reading, I actually agree with Clara there is support from Miss Bella, of course there is a lot of support that lebih kearah mendorong lagi sih kayak "ayok diselesaikan lebih cepat" something like that and it's very helpful in my opinion. If not, after that I like to think like if I were kalo aku sih ngeliat perbandingan dari temen-temenku ya kak, and it's not a really

good think, but this is my way kembali lagi ya, I see my friends' progress maybe I see Clara progress, I see the progress of my friends in my class, I think gimana caranya kejar mereka like a little bit mendorong lah buat aku.. **(Line 36)**

R: Pertanyaan berikutnya, what are your strategies to improve your reading comprehension? apakah kamu belajar dari teman yang lain? apa kamu mencari dari sumber-sumber lain?

S1: E... strategies nya kalau aku dari sumber-sumber lain kak, is actually like that. Because misal kalo dari teman-teman like I said I can't read or even write in places with lots of people. Jadi kalo aku sih lebih mengarah sendiri dan the way is like to mencari tempat lain lah. **(Line 37)**

S2: Kalo dari aku sih, jujur it's same with Edward said before, aku pun cari dari jurnal lain karna kalo nanya ke temen kita topiknya beda-beda kak, jadi kayak ga bisa nanya ke temen sih sebenarnya yah mungkin bisa untuk shareing aja penulisan ini seperti apa, itu seperti apa cuman kalo reading bacaan itu aku bakal cari lagi. **(Line 38)**

R: Okay, pertanyaan berikutnya, how is the environment around you when you are self-regulated learning in reading? bagaimana lingkungan sekitar anda ketika anda melakukan pengaturan mandiri belajar membaca?

S1: E... ini lebih ke arah apa ya kak? **(Line 39)**

R: Kayak misalnya lingkungan kamu mendukung ga kamu melakukan self-regulated learning in reading

S1: Oh, okey okey. For me of course is sangat sangat mendukung ya kalo aku, untuk lingkungan sendiri kan maksudnya kan lebih ke arah tempat ya kak? tempat aku reading and writing ya? **(Line 40)**

R: Iya

S1: Kalo aku sendiri sih bener-bener sangat membantu, I even moved out, aku bahkan

sampai pindah ke tempat baru just to find a very comfortable place for this TPW class of course, jadi menurut aku sekarang this moment is sangat-sangat membantu. **(Line 41)**

S2: Kalo dari aku sendiri pun sebenarnya cukup membantu, misal kaya aku dirumah pun lingkungan ku cukup membantu karena aku kan butuh yang tenang-tenang, kalopun aku mungkin keluar aku bakal cari suasana yang cukup lumayan private, jadi mostly ngebantu banget aku sih kak. **(Line 42)**

R: And the last question, how if you have difficulty learning on your own, what will you do? Bagaimana jika Anda kesulitan belajar sendiri, apa yang akan Anda lakukan?

S1: Hmm okay, kalo aku sendiri ketika mengalami kesulitan actually untuk keseluruhan ya kak dari awal sampai sekarang mungkin kesulitanku sendiri adalah how to I manage myself to be not get distract by any little thing gitu, gimana caranya aku tuh bisa me manage diriku untuk tidak terganggu sedikitpun kalo sekalnya mengurus sesuatu gitu. Cara me manage aku sendiri ya tadi I need to find like very very one moment that I feel comfortable gituloh, ketika aku mendapatkan moment yang dimana memang aku kaya "wah comfortable banget nih momen ini saatnya lagi enak banget nih, nah at the time aku langsung mendorong diriku ku untuk okay ga boleh ada yang mengganggu or sometimes I do turn off my phone actually I turn off any device that can distract me like yang paling sering ke ganggu sih notif WA ya biasanya kalo aku. **(Line 43)**

R: Hehehe

S1: Hoooh notif WA biasanya, kalo ngerasa udah mengganggu banget aku turn off my phone actually. **(Line 44)**

R: Okayy

S2: Okay kak, can you repeat the question please? **(Line 45)**

R: How if you have difficulty learning on your own, what will you do?

S2: Okay, kalo aku punya kesulitan saat aku belajar biasanya aku bakal seperti Edward

tadi bilang aku mungkin bakal jauh hp dulu, terus biasanya aku play the music itu, aku biasanya mood ku kembali dengan music, atau aku nonton youtube dulu ntah itu K-pop atau biasanya *mukbang* itu yang aku suka aja sih yang penting cara aku untuk membalikan mood ku lagi gitu. **(Line 46)**

R: Jadi ngumpulin semangatnya dulu

S2: Iya ngumpulin semangat dulu, moodnya dulu terus baru deh aku kayak lebih bisa focus lagi gitu sih kak. **(Line 47)**

S1: Hp sih kak yang paling mengganggu **(Line 48)**

S2: Ya, setuju. **(Line 49)**

R: Hehehe, soalnya semuanya di hp ya jadi kaya gampang gitu ke distract apalagi tadi kata Edward notif WA ya

S1: Yes, every single notif sih kak not just WA ya, every single notif that come tiba-tiba bunyi it's very distract kayak kita harus bales dulu, tapi ketika udah kepegang malah keterusan something like that **(Line 50)**

R: Ya I see, okay untuk pertanyaannya mungkin sampai disitu, sekali lagi terima kasih untuk Clara dan Edward yang sudah mau menjadi participant saya dalam research kali ini dan terima kasih telah meluangkan waktunya, mungkin itu saja sekian dari saya Assalamualaikum warahmatullahi wabarakatuh

S2: Wassalamu'alaikum warahmatullahi wabarakatuh **(Line 51)**

S1: Wassalamu'alaikum warahmatullahi wabarakatuh **(Line 52)**

Interview Transcription

Sir David class

Name: Carlos (S3)

Age: 23 Years Old

Gender: Male

Name: Aisya (S4)

Age: 20 Years Old

Gender: Female

Interview started at 10.20 WIB / June 12, 2024 (via zoom)

R: Hallo, Assalamualaikum warahmatullahi wabarakatuh

S3: Waalaikumsalam warahmatullahi wabarakatuh (**Line 1**)

S4: Waalaikumsalam warahmatullahi wabarakatuh (**Line 2**)

R: Hello, let me introduce myself, my name is Cindy

I'd like to follow up interview relate to my observation in your Thesis Proposal Writing classes and thank you for your consent to be my participant of the research.

For now you're going to answer my questions, please use your name with your pseudonym so that your identity will be save in me.

Aku akan membagi sedikit tentang hasil observasi kemarin

During my observations in class I saw several self-regulation strategies implemented in class such as **Keeping records and monitoring, Reviewing records, Self-evaluation** after discussing with lecturers, and occasionally **Seeking social assistance**.

Yang tadi aku sebutin itu termasuk dalam strategis Self-regulated Learning, and then follow up interview questions terkait dengan proses reading comprehension kalian di kelas Thesis Proposal Writing. Ini aku mulai ya pertanyaannya

R: first question, how did you organize your reading material? bagaimana kamu mengatur bahan bacaan kamu?

S3: Okay, During to my experience, I think how to I organize the reading material is kaya

ngumpulin informasi tergantung dari apa yang menurutku penting gitu, jadi kaya ga semuanya aku baca biasanya aku baca di awal-awal sama di akhirnya jadi kayak milih-milih gituloh mba, terus kalo misalnya kadang-kadang kan aku kalo baca tu kaya ada yang ga paham gitu misalnya ada bagian-bagian yang aga sulit itu biasanya aku baca sekali dulu terus aku tulis di note gitu nanti baru setelah itu aku baca lagi full dengan bagian yang sulit itu, jadi kaya baca sekali meskipun gatau lanjut aja tapi nanti balik lagi untuk baca lagi, terus untuk yang lebih lanjut lagi aku bikin kaya poin-poin gitu mba, jadi misalnya perparagraf itu bahas tentang apa gitu aku persingkat dengan simpe-simpelnya gitu jadi kalo aku pengen baca lagi aku tinggal liat aja poin itu oh ini tentang ini gitu. **(Line 3)**

S4: Kalo dari Aisya mirip-mirip ya, cuman kalo dari Aisya itu lebih mengutamakan apa yang pengen dibaca juga gitu what is my interest, jadi lebih tertata apa yang pengen dibaca gitu, dan kalo dari Carlos kan baca yang penting-penting aja, kalo aku biasanya tuh dari awal sampai akhir cuman metodenya tu ga yang benar-benar dari awal sampai akhir cuman jadi kaya skimming doang gitu, skimming mana aja yang sekiranya keywordnya menarik atau apa yang aku perluin itu kalo dari aku. **(Line 4)**

R: Oke pertanyaan kedua, how do you transform the ideas in the reading material so that you comprehend them? bagaimana cara kamu mentransformasikan (mengubah) ide-ide dalam bahan bacaan agar dapat dipahami?

S4: Aku dulu ya, kalo dari Aisya biasanya aku lebih suka meng-highlight beberapa kata-kata penting atau bikin resume tentang kalimat-kalimat apa aja yang penting didalam bacaan itu, jadi biar kaya di rangkum gitu dalam beberapa kalimat inti-intinya aja gitu kalo sesimpelnya aku tuh kaya gitu terus kaya mungkin bikin mindmap atau bikin note disamping bacaan itu buat nandain kalo ini bagian mana dan tentang apa dan disitu juga ada note tentang apa yang aku perluin juga. **(Line 5)**

S3: Kalo Carlos sendiri aku ngerasa cara memahami poin-poin ide tu kaya mungkin aku

biasanya per-teks itu biasanya di paragraph itu aku kasih highlight gitu, terus kalo buat lebih paham lagi aku bikin rangkuman yang isinya poin-poin penting, itu aja sih dari aku.

(Line 6)

R: Okay pertanyaan selanjutnya nomor tiga, how do you set goals to stay self-regulated in reading? gimana caranya kamu menetapkan target untuk nentuin setiap hari berapa references?

S3: Boleh duluan ga mba? **(Line 7)**

R: Iya boleh

S3: Kalo dari aku tuh tergantung apa yang mau aku kerjain dulu mba, misalkan kita dituntut nih sama dosen untuk mengerjakan bagian ini pendahuluan misalnya, nah tuuh biasanya aku kesitu dulu, misalnya tentang research aku ya aku bakal baca referensinya tuh bolak balik disitu dulu nah mungkin setelah aku udah mulai-mulai paham dan inget gitu baru aku targetin biasanya tuh satu hari biasanya 1 sampai 3 artikel ga banyak sih memang cuman aku biasanya tuh ngulang lagi besoknya mba nyari yang lain lagi, karna jujur sih kalo dari research aku tuh ga banyak juga referensinya mba karna jadi nyari referensinya pun aga sedikit sulit. **(Line 8)**

S4: Kalo Aisyah itu sih kalo dari setting goals-nya tuh hampir sama kaya Carlos fokus pada apa yang diperlukan dulu, kalo misalkan dalam artikel perlunya satu referensi aja biasanya aku bakalan fokus disitu, cuman kadang kala kalo aku sendiri ga bisa kalo misalkan Cuma ada satu artikel aja, jadi biasanya aku ngumpulin banyak artikel sekaligus dimana itu aku bakalan skimming. Jadi setting goals-nya itu ga cuman satu artikel full tapi itu mungkin bakal banyak artikel cuman ga semua masuk atau tercover, soalnya kadang bisa berhari-hari atau lebih tepatnya lebih menyesuaikan aja bacaannya. **(Line 9)**

R: Pertanyaan selanjutnya, how do you plan to manage your time in reading? gimana caranya kamu merencanakan sehari itu untuk baca berapa jurnal? bagaimana kamu

menetapkan target?

S4: Kalo Aisyah, menetapkan targetnya itu tuh mungkin dari pembiasaan karna aku orangnya ga terlalu suka baca jadi gimana pun bacaan-bacaan yang aku itu bikin harus dibikin sesuai apa yang aku mau, misalnya aku lebih nyaman aku ngeprint dan di biasakan setiap hari buka lembaran-lembaran itu dan setiap lembaran, paragraph dan ide-ide pokoknya dikasih note jadi aku bisa tau kemana arah pembicaraan ini sama informasi apa aja yang udah ada di artikel itu. **(Line 10)**

S3: Kalo aku, misalnya dari aku nentuin waktunya itu tergantung mba karna dari dulu aku udah terbiasa membaca kan, jadi kayak kalo emang topiknya interest tuh aku bener-bener suka biasanya cepet sih misalnya sehari aku bisa baca mungkin 2 artikel atau 3 artikel, cuman itu balik lagi kadang-kadang aku tergantung mood juga. Kadang-kadang kita lagi ga mood baca juga, lagi pusing banyak tugas kalo misalnya udah gitu kadang aku kebutin biar nanti bisa ngerjain yang lain juga, kalo ga aku tunda dulu kak biasanya aku fokus ke tugas yang lain dulu baru ngerjain lanjutin baca jurnal ini, tergantung dari situasi kita juga kalo lagi free sabtu-minggu lebih dari 1 jurnal aku kebutin kalo misalnya aku pengen cepat selesai, ngebut dalam artian karna baca ga bisa cepat kan sebenarnya jadi aku benar-benar fokus aja gitu biar aku gaada buka hp, gaada buka yang lain bener-bener laptop doang gaada yang nge- distract gitu dalam menyelesaikan membaca jurnal dan itu menurutku lumayan cepet sih. Bahkan aku pernah waktu kepepet itu ya mba bisa lebih cepat dalam membaca atau mengerjakan tugas yang lain udah gitu aja mba. **(Line 11)**

R: Okay, pertanyaan berikut, how do you try to keep records of the results of the Thesis Proposal Writing course? gimana kamu mencatat recordnya setelah selesai baca satu jurnal apa yang dilakukan?

S3: Kalo aku biasanya setelah baca itu berusaha memahami dulu ya, karna kadang sekedar baca juga aku kadang agak ga paham juga kalo sekali baca tapi harus memahami benar-

benar memahami terus biasanya aku coba baca lagi tugasku kira-kira nyambung ga dengan materiku, karna aku beberapa kali baca jurnal tuh kaya gaada kaitannya dengan topik ku jadi harus baca-baca lagi dan kaitkan lagi dan kalo memang ada kaitannya itu bisa kita jadikan referensi gitu mba, kalo untuk lebih detailnya aku biasanya nyatet bikin poin-poin nge-highlight kaya gitu aja sih ga yang terlalu detail bener sampai bikin mindmap tuh engga, karna aku jujur kalo bikin mindmap tuh kan harus ada mood-nya, kalo aku orangnya kadang-kadang ga mood gitu. **(Line 12)**

S4: Kalo dari Aisya, mirip sama Carlos sih, cuman mungkin aku biasanya nyari sesuai keyword dan kebutuhan aku, terus misalkan udah ada informasinya biasanya aku tulis lagi dengan bahasa ku sendiri biar aku semakin paham kalo ini membahas apa gitu dan masuk sama topic yang aku pengen tulis, resume dengan paraphrase dari apa yang udah aku baca atau bikin highlight dan bikin note disamping tulisan itu. **(Line 13)**

R: Oke, pertanyaan berikutnya tentang, how did you monitor your self-regulated learning in reading during a lecture? bagaimana caranya kamu memonitor diri kamu ketika membaca saat kuliah dan diluar perkuliahan?

S4: Carlos apa aku dulu nih? **(Line 14)**

S3: Kamu dulu aja Aisya **(Line 15)**

S4: Kalo dari aku mungkin karna balik lagi aku bukan orang yang suka baca apalagi bacaan artikel-artikel tu kan lumayan berat ya, jadi biasanya aku aga malas ya untuk baca artikel banyak-banyak, jadi aku setting satu waktu misalnya di malam hari sebelum pembelajaran besoknya aku baca materi, dan selain di pembelajaran biasanya aku baca hal lain jadi ga melulu cuma artikel aja tapi juga diselingi hal-hal lain biar aku ga bosan karna aku orangnya cepat bosan, jadi harus ada yang menarik perhatian. **(Line 16)**

S3: Oke kalo carlos, mungkin dari monitor ya kalo aku tuh biasanya kebiasaannya tuh tiap malam sih mba, jadi kalo jam-jam 8 atau 9 itu literally gaada kerjaan, gaada tugas gitu kan

aku ya baca-baca aja meskipun ga selalu baca yang bener-bener jurnal itu tapi biasa jam segitu aku bacanya tentang tugas-tugas karna aku selalu ngerjain tugas selalu malem itu udah jadi rutinitas aku. **(Line 17)**

R: Pertanyaan berikutnya, how do you apply rehearsing and memorizing in reading journals to enhance reading comprehension? gimana cara kalian menerapkan rehearsing and memorizing dalam membaca jurnal? strategi memorizing apa aja yang kamu terapkan ketika membaca jurnal?

S3: Kalo strategi aku biasanya tuh aku bacanya sekali dulu full sampai habis aku ga berhenti meskipun ada yang aku gatau terus nanti yang bacaan kedua dan ketiga aku berusaha memahami jadi ngulang gitu, satu jurnal aku bisa baca 1 sampai 4 kali ngulang tergantung bahasanya bahas apa dulu, kadang-kadang ada jurnal yang complex yang kadang-kadang bikin kita berpikir yang over nah kalo misalnya kaya gitu aku biasanya bacanya di ulang-ulang buat memahami inti-inti poin dari jurnal itu, karna kalo misalnya yang berat-berat gitu aga sulit kalo di baca sekali baca aja. Terus aku yang jelas ya kalo untuk memahami jurnal itu biasanya aku selalu tekankan dari misalnya itu kan ada materi pokok dan ide pokoknya nah aku biasanya fokus dari situ jadi kalo udah nemu aku bakal pindah ke part-part selanjutnya, pokoknya setelah udah nemu “oh intinya bahasanya ini”, terus pas di akhir abis baca berulang-ulang kali itu aku berusaha untuk kaya nulis inti dari jurnal itu di memo hp gitu, biasanya ga ngurut sih acak-acakan gitu yang penting inti-intinya aja gitu mba. **(Line 18)**

S4: Kalo dari Aisyah... **(Line 19)**

R: Aisyah suara kamu ga kedengeran

S4: Ga kedengeran? Sekarang udah kedengeran? **(Line 20)**

R: Udah

S4: Jadi kalo dari Aisyah biasanya lebih ke underline atau nge-highlight kata kunci atau

kalimat-kalimat penting dalam bacaan itu, terus baru itu yang nanti di memorize gitu, masih sama kaya Carlos di ulang-ulang terus biar paham, biar makin ingat, udah gitu aja.

(Line 21)

R: Okay pertanyaan berikutnya, how is your learning strategy when reviewing the material? bagaimana strategi kamu saat mereview materi setelah kelas?

S4: Kalo Aisyah karna mereview materinya itu setelah kelas dan di setiap kelas gitu aku bikin notes jadi otomatis liat notes kemaren belajar apa aja dan materinya apa aja, atau biasanya juga ada banyak foto-foto materi di galeri itu juga langsung dilihat dan dicari apa yang perlu dicari kaya di sortir lagi mana yang diperlukan dan mana yang engga, kalo Aisyah gitu. **(Line 22)**

S3: Kalo Carlos gitu biasanya setiap konsul itu aku selalu nge-record audio gitu, karna aku jarang nyatet ya pas dikelas gitu karna aku pegang laptop juga jadi kaya males gitu, aku lebih sering nge-record dan lebih prefer nge-record dari hp lebih mudah dicari, kalo nyatet juga tulisanku jelek kadang juga ga kebaca karna saking cepatnya apa yang mau di tulis.

(Line 23)

R: Pertanyaan selanjutnya, how do you feel after the academic reading activity? kalo misalnya sudah selesai aktivitas membaca jurnal yang kalian rasakan seperti apa?

S3: Aku ngerasa kalo baca akademik reading tuh yang pastinya, itu bukan sesuatu yang menurutku actually yang menyenangkan ya, cuman karna itu kebutuhan kita perlu membaca untuk menyelesaikan itu ya menurutku aga terbebani sih sebenarnya kalo menurutku ya karna banyak ya referensi yang perlu di baca dan kita harus dengan segenap hati harus membaca itu semua, karna aku jujur ga terlalu tertarik juga dengan topic ku sih sebenarnya, aku lebih tertarik dengan topic yang lain cuman karna aku dapetnya ini ya gitu, tapi sebenarnya ga seburuk-buruk itu juga sih setelah merasakan di tahap ini ya kalo aku pikir-pikir ga terlalu buruk juga gitu masih okey, tapi yang jelas di awalnya mungkin

aku merasa terbebani gitu, itu sih dari aku. **(Line 24)**

S4: Kalo dari Aisya sama sih kaya Carlos, after academic reading itu biasanya bakal overwhelmed setelah baca begitu banyak referensi atau begitu banyak informasi dalam satu waktu sekaligus tu biasanya tuh kaya “aduh overwhelmed banget” jadi harus banyak-banyak rehat sih aku, karna aku orangnya ga terlalu suka baca jadi dalam bacanya itu ga bisa yang 1jam atau 2jam itu full harus banyak ke- distraction juga biar ga capek aja gitu. **(Line 25)**

R: Pertanyaan berikutnya, do you feel successful or not when UTS reaches its target? So if you feel that your reading comprehension achievement is lacking, how do you overcome this failure? UTSnya kemarin dalam bentuk apa?

S4: Ada online sama offline **(Line 26)**

S3: Khusus TPW apa gimana mba? **(Line 27)**

R: Iya khusus TPW

S3: Kita kemarin gaada UTS, kita disuruh proses nulis aja mba **(Line 28)**

S4: Iya gaada UTS **(Line 29)**

R: Kalian merasa berhasil ga waktu ngerjain paper yang lagi kalian kerjakan sekarang?

S4: Berhasil **(Line 30)**

S3: Secara ini mungkin berhasil ya, Aisya dulu **(Line 31)**

S4: Kalo dari general berhasil ya keknya soalnya karna kita cuman mengulang apaa yang sebenarnya kita harus lakuin yaitu membaca dan menulis meng-improve dan juga memperbaiki apa yang udah kita tulis. **(Line 32)**

S3: Kalo dari Carlos sih aku merasa mungkin sebagian merasa berhasil sebagian merasa ya tapi sebenarnya oke-oke aja sih karna dalam proses penulisan kemarin itu, kita bener-bener dapat feedback dapat arahan juga jadi kaya merasa awal kita merasa kurang tetapi karna dapat arahan itu jadi ngerasa oh udah oke nih, udah mendingan dan kita juga merasa oh ini

bentar lagi udah selesai gitu, jadi sebenarnya overall sih mungkin ngerasa berhasil lah gitu.

(Line 33)

R: Berarti tinggal diperbaiki lagi yang dikasih feedback itu ya

S3: Iya, tinggal di sempurnakan lagi gitu **(Line 34)**

R: Oke pertanyaan berikut ya, what are your strategies to improve your reading comprehension? apakah kamu belajar dari teman yang lain? apa kamu mencari dari sumber-sumber lain?

S4: Carlos dulu **(Line 35)**

S3: Bentar-bentar, reading comprehension ya...ini fokusnya di jurnal apa gimana? Fokusnya itu **(Line 36)**

R: Iya, soalnya kan Thesis Proposal Writing kan berarti di dalam kelas Thesis Proposal Writing kalian itu gimana cara kalian meng-improve reading comprehension kalian?

S3: Kalo dari Carlos sendiri ya reading comprehension tuh aku ngerasa kalo harus baca tuh harus bener-bener niat gitu karna kalo ga niat kita gabisa fokus, kita ga bisa memahami dengan mudah gitu karna kalo teks-teks jurnal itu kan bahasanya itu kadang-kadang agak tinggi ya, jadi harus paham juga vocabularynya, memperhatikan isi kontennya kalo misalnya jurnal itu kan di bagi-bagi ada bagian introduction, methodology, ada yg ini dan itu kan kalo aku biasanya berusaha memahami per-part dulu kalo misalnya yang sulit-sulit gitu untuk reading comprehension ya bener-bener paham, jadi harus paham misalnya studi ini bahas apa di introductionnya, terus kalo di methodology menggunakan apa, aku biasa gitu cara memahaminya terus setelah itu di highlight lagi, itu aja sih kak dari aku untuk meningkatkan reading comprehension. **(Line 37)**

R: Berarti kamu cari dari sumber-sumber lain? Kalo ngobrol sama temen gitu buat berdiskusi

S3: Iya dari sumber-sumber lain, tapi kalo ngobrol berdiskusi sama teman sekelas itu agak

sulit kalo di kita karna kita topiknya beda-beda kak that's why kita ga pernah diskusi gitu. Tapi kalo diskusi sama dosen pernah mba, aku waktu bingung nyari teori dulu tu aku pernah diskusi juga sama Sir David nanya-nanya gitukan dan aku juga nemu berkat beliau juga dapat dari salah satu itu mungkin kalo ke dosen iya, tapi kalo diskusi antar teman engga. **(Line 38)**

S4: Kalo dari Aisya setuju sama Carlos ya tentang akademik reading tuh harus punya niat yang gede ya, jadi biasanya aku cari motivasi lain misalnya nanya temen udah nyampek mana oh mereka udah sampe jauh didepan nih toh itu bisa jadi motivasi aku buat baca-baca lebih gitu sih. Sama tadi mirip banget sama opininya Carlos ga terlalu banyak diskusi tentang apa yang kita baca sama temen-temen yang lain karna kita rata-rata itu beda-beda semua dan sama pun kita biasanya bakal diem-dieman aja dipendem aja sebagai bahaan bacaan sendiri, dan diskusinya cuma sama dosen aja dikasih rekomendasi, di kasih step by step apa aja, karna dosen lebih memahami. **(Line 39)**

R: Iya bener banget, oke kita lanjut ke pertanyaan berikutnya, how is the environment around you when you are self-regulated learning in reading? bagaimana lingkungan sekitar anda ketika anda melakukan pengaturan mandiri belajar membaca?

S4: Kalo dari Aisya itu penting banget sih define sebuah lingkungan yang cocok buat membaca, itu kaya setting up the mood untuk membaca buat menulis juga dan biasanya Aisya itu perlu banget tempat yang sunyi dan juga tempat yang kondusif buat baca yang bisa nge-setting mood, bisa built up motivation buat baca gitu, dan Aisya tuh sebenarnya pengennya itu kaya di tempat caffe yang ada makanannya, ada wifinya, cuman masalahnya caffe dijogja itu rata-rata tu brisik banget jadi itu sebenarnya ga terlalu kondusif buat membaca apalagi menulis, cuma balik lagi kalo Aisya lagi dikamar itu juga lebih ke susah juga karna disampingnya kasur kan jadinya rasanya pengen rebahan, jadi bener-bener cari tempat atau biasanya cari waktu yang dimana gaada banyak suara, gaada banyak

distraction buat membaca atau pake headset atau headphone gitu sih dan itu penting juga buat aku karna dengan kayak gitu kan kita membatasi suara-suara dari luar cuma dengerin dari headset ajakan, jadi itu lebih gampang sih. **(Line 40)**

S3: Udah? **(Line 41)**

S4: Iya **(Line 42)**

S3: Oke, kalo di Carlos aku sebenarnya mirip juga dengan Aisyah ya karna kalo misalnya aku baca itu memang kebanyakan di dalam kamar ya dikos, cuman ada saatnya kadang-kadang aku pengen diluar, pengen suasana baru gitu, kadang-kadang dikos juga bikin ngantuk, jadi keluar cari suasana baru tapi kadang di perpustakaan juga masih ada yang brisik juga, kedengeran suara orang ngobrol dan biasanya kalo udah kaya gitu aku ngakalinnya tuh pake headset, nah dengan headset tu aku biasa nyetel lagu instrument-instrument gitu biar ga ganggu, kalo di cafe aku jarang sih karna kalo di cafe tuh bukan membaca tujuannya kalo di aku itu lebih ke buat ngobrol sih kalo di cafe ya, jadi aku lebih sering itu di perpustakaan atau engga di kamar tapi seringnya di kamar kos sih emang, kalo untuk suasananya mendukung apa engga kalo dikos ku tuh ga terlalu brisik sih Alhamdulillah jadi masih sangat memungkinkan dan supportive buat self-regulated itu, cuman pantangan dalam kos itu kasur sih menurutku hehehe... **(Line 43)**

R: Hehehe, okay kita lanjut ke pertanyaan selanjutnya ya pertanyaan terakhir, how if you have difficulty learning on your own, what will you do? bagaimana jika Anda kesulitan belajar sendiri, apa yang akan Anda lakukan?

S3: Aku dulu ya, kalo Carlos sih aku kalo misalnya mengalami kesulitan tuh pertama yang aku cari sendiri, kemudian berdiskusi dengan teman dan kalo dapet penyelesaiannya, kalo mereka ga ngerti aku mau ga mau harus ke tahap terakhir nanya langsung ke dosennya gitu, tapi kadang coba aku cari sendiri kan tapi kadang-kadang tuh ga berhasil, jadi itu bisa jadi cara aku ya yang pertama cari sendiri kalo misalnya ga dapet ke teman kalo teman

bingung juga salah satunya ke dosen, itu sih dari aku. **(Line 44)**

S4: Kalo dari Aisyah sama sih kaya Carlos, pertama yang bakal ditanyain itu adalah temen yang menurut aku itu paling tau atau yang paling dekat sama aku biasanya langsung aku tanyain, tapi kalo misalkan mereka juga gatau biasanya cari sendiri juga, cuman kalo misalnya di akhirnya gaada jawabannya apapun itu sih lebih ke tinggal aja dulu besok tanyain ke dosen secara langsung gitu, karna kalo bagi Aisyah sendiri nanya ke dosen secara misalnya di WA itu agak terlalu gimana gitu jadi mending di tinggal aja dulu terus baru ditanyain pas ketemu lagi, biar lebih jelas apa yang aku bingung itu sih udah. **(Line 45)**

R: Okay, mungkin pertanyaannya sampai disitu aja, sekali lagi terima kasih untuk Carlos dan Aisyah yang sudah mau menjadi participant saya dalam research kali ini dan terima kasih telah meluangkan waktunya, mungkin itu saja sekian dari saya Assalamualaikum warahmatullahi wabarakatuh.

S3: Waalaikumsalam warahmatullahi wabarakatuh. **(Line 46)**

S4: Waalaikumsalam warahmatullahi wabarakatuh. **(Line 47)**

Appendix 4. Interview session via Zoom

Figure 1. Interviewed participants in Miss Bella's class

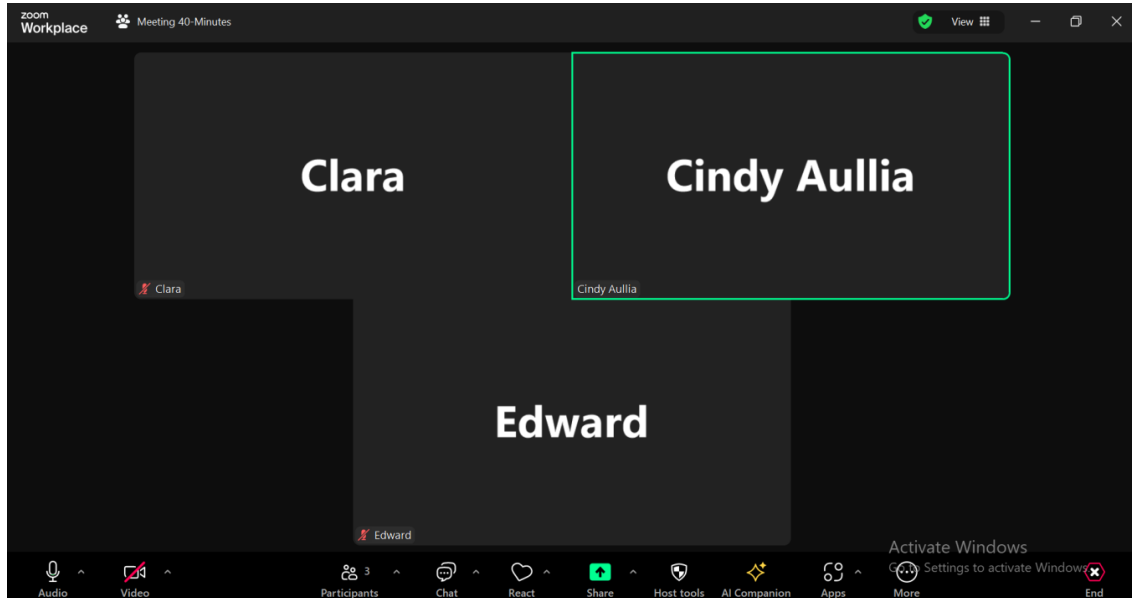
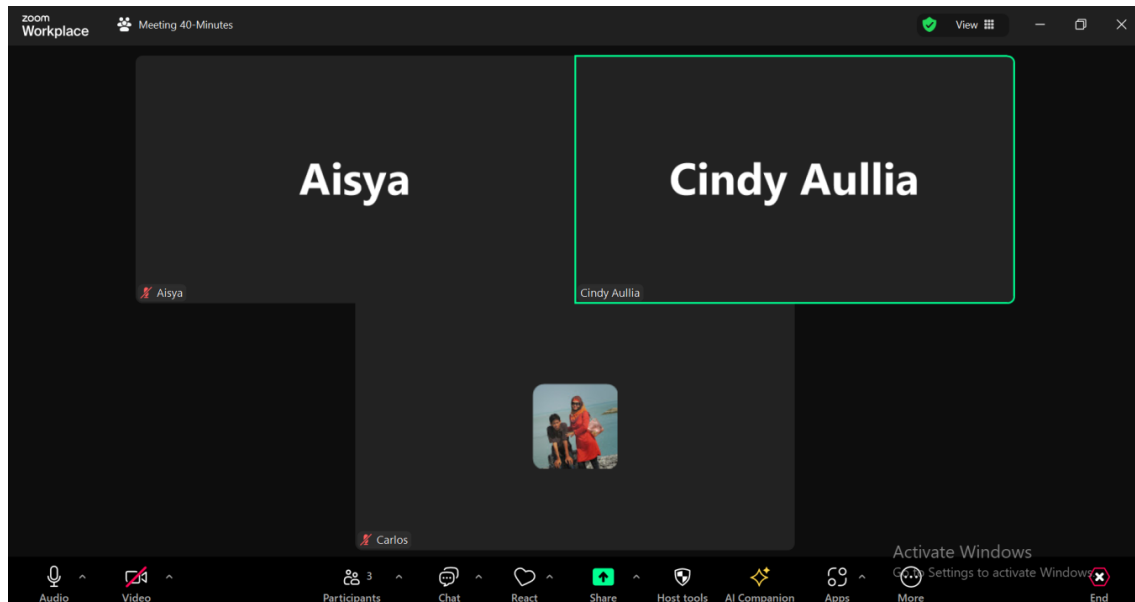


Figure 2. Interviewed participants in Sir David's class



Appendix 5. Self-Regulation in Academic Reading Comprehension Log

(Participants' Note)

Miss Bella's class

Session 1 / February, 26 2024

1. Clara	<p>1. Organizing and Transforming Strategies: Student attitudes to games-based skills development: Learning from video games in higher education. (77 paragraphs, 3 headings, 4 subheadings).</p> <ul style="list-style-type: none"> - Outlining - Summarizing - Highlighting - Using concept webs and mapping <p>2. Goal Setting and Planning Strategies: I guess I need 100 minutes to go through the text and do the activities.</p> <ul style="list-style-type: none"> - Sequencing - Timing - Time management <p>3. Keeping Records and Monitoring: If you face any ambiguous word, phrase, or sentence, take one of the following steps to highlight them for further investigation: Underlining them.</p> <ul style="list-style-type: none"> - Keeping all drafts of assignments <p>4. Rehearsing and Memorizing Strategy helps you most to memorize the learning materials</p> <ul style="list-style-type: none"> - Writing them down - Learning them from the context - Learning them through synonyms or antonyms <p>5. Self-evaluation + Self-consequence <i>During classroom session</i> How much did you get the text? 50-100%</p> <p>Have you done the activities correctly? Most of them</p>
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	<p>Was your time estimation correct? Yes</p> <p>How was your performance in general? So-do</p> <p>How do you score yourself from 1 to 20? 13</p> <p>Is there anything else you would like to mention about your reading performance? Please specify (you may specify it in Indonesian) : Menurut saya performa membaca saya masih tergolong belum cukup baik. Saya kerap kali merasa malas dan bingung karena yang dibaca menggunakan diksi yang cukup unfamiliar.</p> <p>How do you like this way of reading a text? Merits: Significant theory Demerits: Make a point</p> <p><i>After classroom session</i> How much did you get the text? 50-100%</p> <p>Have you done the activities correctly? Most of them</p> <p>Was your time estimation correct? Yes</p> <p>How was your performance in general? So-do</p> <p>How do you score yourself from 1 to 20? 14</p> <p>Is there anything else you would like to mention about your reading performance? Please specify (you may specify it in Indonesian) : Menurut saya performa membaca saya masih tergolong belum cukup baik. Saya kerap kali merasa malas dan bingung karena yang dibaca menggunakan diksi yang cukup unfamiliar.</p> <p>How do you like this way of reading a text? Merits: Significant theory Demerits: Make a point</p> <p>6. Reviewing Records</p> <p>Go back to the previous phases and check the following sub-strategies in reviewing the records that you do:</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Reviewing notes, tests, and textbooks <p><i>After classroom session</i></p>
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	<ul style="list-style-type: none"> - Reviewing notes, tests, and textbooks <p>7. Seeking Information + Seeking Social Assistance</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Asking the teacher: Sesekali saya konsultasi dengan dosen karena masih ada hal yang belum paham. - Consulting a dictionary: Jika menemukan kosa kata yang tidak familiar saya akan membuka online dictionary <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Asking the teacher: Sesekali saya konsultasi dengan dosen karena masih ada hal yang belum paham. <p>8. Environmental Structuring Strategies</p> <p>Sub-strategies in environmental structuring that I do:</p> <ul style="list-style-type: none"> - Breaking up study periods and spreading them over time <p>How can you change the situation for the better?</p> <p><i>During Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I can adjust - People's whispering: I can tolerate it - Noise from outside the room: I can tolerate it. <p><i>After Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I can adjust - Noise from outside the room: I can adjust.
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<p>2. Edward</p>	<p>1. Organizing and Transforming Strategies:</p> <p>Influence of Teachers' Classroom Management Style on Pupils' Motivation for Learning and Academic Achievement in Kwara State. (4 paragraphs, 7 headings, 7 subheadings).</p> <ul style="list-style-type: none"> - Outlining - Rearrangements of materials <p>2. Goal Setting and Planning Strategies:</p> <p>I guess I need 120 minutes to go through the text and do the activities.</p> <ul style="list-style-type: none"> - Timing - Time management
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	<p>3. Keeping Records and Monitoring: Sub-strategies in keeping the records and monitoring that I do:</p> <ul style="list-style-type: none"> - Keeping all drafts of assignments <p>4. Rehearsing and Memorizing Strategy helps you most to memorize the learning materials</p> <ul style="list-style-type: none"> - Writing them down - Learning them from the context - Learning them through derivation <p>5. Self-evaluation + Self-consequence <i>During classroom session</i> How much did you get the text? 50-100%</p> <p>Have you done the activities correctly? Most of them</p> <p>Was your time estimation correct? Yes How was your performance in general? So-do</p> <p>How do you score yourself from 1 to 20? 10</p> <p>How do you like this way of reading a text? Merits: A better understanding of the subject Demerits: Lack of engagement</p> <p><i>After classroom session</i> How much did you get the text? 50-100%</p> <p>Have you done the activities correctly? Most of them</p> <p>Was your time estimation correct? Yes</p> <p>How was your performance in general? Very well</p> <p>How do you score yourself from 1 to 20? 15</p> <p>How do you like this way of reading a text? Merits: A better understanding of the subject Demerits: Lack of engagement</p> <p>How many reading materials do you do in the classroom session? Are all of them your assigned journals? add the information about the reading materials if you read more than one journal during the period of time you fill this instrument)</p>
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	<p>I read 4 journals and just 2 of my assigned journals.</p> <p>6. Reviewing Records Go back to the previous phases and check the following sub-strategies in reviewing the records that you do:</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Structuring the study environment <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Reviewing notes, tests, and textbooks - Structuring the study environment <p>7. Seeking Information + Seeking Social Assistance</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Asking the teacher: I ask about something that I don't understand to make clear about some context. - Consulting a dictionary: I translated some of the paragraphs that were a bit complex. <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Surfing the net: Sometimes I search on the internet a couple things that I don't really understand yet so I can understand more and get additional information. - Consulting a dictionary: I translated some of the paragraphs that were a bit complex. <p>8. Environmental Structuring Strategies How can you change the situation for the better?</p> <p><i>During Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I can tolerate it - People's whispering: I can tolerate it - Noise from outside the room: I can tolerate it - Your thoughts: I can adjust it <p><i>After Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I can adjust it - People's whispering: I can tolerate it - Noise from outside the room: I can tolerate it - Your thoughts: I can adjust it.
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<p>1. Clara</p>	<p>1. Organizing and Transforming Strategies: Engaging Students in the Learning Process with Game-Based Learning: The Fundamental Concepts. (87 paragraphs, 5 headings, 7 subheadings). <ul style="list-style-type: none"> - Summarizing - Highlighting </p> <p>2. Goal Setting and Planning Strategies: I guess I need 30 minutes to go through the text and do the activities. <ul style="list-style-type: none"> - Time management </p> <p>3. Keeping Records and Monitoring: If you face any ambiguous word, phrase, or sentence, take one of the following steps to highlight them for further investigation: <ol style="list-style-type: none"> a. Annotating b. Underlining them. Sub-strategies: <ul style="list-style-type: none"> - Note-taking </p> <p>4. Rehearsing and Memorizing Strategy helps you most to memorize the learning materials <ul style="list-style-type: none"> - Writing them down </p> <p>5. Self-evaluation + Self-consequence <i>During classroom session</i> How much did you get the text? 50-100% Have you done the activities correctly? Most of them Was your time estimation correct? Yes How was your performance in general? Very well How do you score yourself from 1 to 20? 80</p> <p><i>After classroom session</i> How much did you get the text? 50-100% Have you done the activities correctly? Most of</p>
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	<p>them</p> <p>Was your time estimation correct? Yes</p> <p>How was your performance in general? Very well</p> <p>How do you score yourself from 1 to 20? 80</p> <p>Is there anything else you would like to mention about your reading performance? Please specify (you may specify it in Indonesian) :</p> <p>I think it's getting better, because Miss Ista helps me.</p> <p>6. Reviewing Records</p> <p>Go back to the previous phases and check the following sub-strategies in reviewing the records that you do:</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Reviewing notes, tests, and textbooks <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Reviewing notes, tests, and textbooks <p>7. Seeking Information + Seeking Social Assistance</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Guessing: I tried this way to search other studies or search at Google - Asking the teacher: I tried this way to ask if i still confused after read. <p>8. Environmental Structuring Strategies</p> <p>Sub-strategies in environmental structuring that I do:</p> <ul style="list-style-type: none"> - Breaking up study periods and spreading them over time <p>How can you change the situation for the better?</p> <p><i>During Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I can tolerate it - People's whispering: I can adjust it - Noise from outside the room: I can tolerate it - Your thoughts: I can adjust it <p><i>After Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I can tolerate it - People's whispering: I can adjust it - Noise from outside the room: I can adjust it - Your thoughts: I can tolerate it.
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<p>2. Edward</p>	<p>1. Organizing and Transforming Strategies: On the relationship between EFL teachers' classroom management approaches and the dominant teaching. (17 paragraphs, 13 headings, 6 subheadings).</p> <ul style="list-style-type: none"> - Summarizing - Rearrangements of materials - Highlighting <p>2. Goal Setting and Planning Strategies: I guess I need 120 minutes to go through the text and do the activities.</p> <ul style="list-style-type: none"> - Timing - Time management <p>3. Keeping Records and Monitoring: Sub-strategies in keeping the records and monitoring that I do:</p> <ul style="list-style-type: none"> - Note-taking - Keeping all drafts of assignments <p>4. Rehearsing and Memorizing Strategy helps you most to memorize the learning materials</p> <ul style="list-style-type: none"> - Writing them down - Using mental imagery - Using repetition - Learning them from the context <p>5. Self-evaluation + Self-consequence <i>During classroom session</i> How much did you get the text? 50-100%</p> <p>Have you done the activities correctly? Some of them</p> <p>Was your time estimation correct? No How was your performance in general? So-do</p> <p>How do you score yourself from 1 to 20? 10</p> <p>Is there anything else you would like to mention about your reading performance? Please specify (you may specify it in Indonesian) :</p> <p>My reading performance sometimes gets slower because I really easily get distracted by chat that comes to my phone and it's very important and</p>
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	<p>complex to respond so I take time to answer.</p> <p>How do you like this way of reading a text? Merits: A better understanding of the subject Demerits: Lack of engagement</p> <p><i>After classroom session</i> How much did you get the text? 50-100%</p> <p>Have you done the activities correctly? Most of them</p> <p>Was your time estimation correct? Yes</p> <p>How was your performance in general? Very well</p> <p>How do you score yourself from 1 to 20? 15</p> <p>How do you like this way of reading a text? Merits: Comprehensive learning Demerits: Confusion</p> <p>6. Reviewing Records Go back to the previous phases and check the following sub-strategies in reviewing the records that you do:</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Reviewing notes, tests, and textbooks <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Reviewing notes, tests, and textbooks - Structuring the study environment <p>7. Seeking Information + Seeking Social Assistance</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Asking the teacher: I ask about something that I don't understand to verify the thing that the teacher gave me. - Consulting a dictionary: I translated some of the paragraphs that were a bit complex. <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Surfing the net: Sometimes I search on the internet a couple things that I don't really understand yet so I can understand more and get additional information. - Consulting a dictionary: I translated some
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	<p style="text-align: center;">of the paragraphs that were a bit complex.</p> <p>8. Environmental Structuring Strategies</p> <p>Sub-strategies in environmental structuring that I do:</p> <ul style="list-style-type: none"> - Selecting or arranging the physical setting - Isolating, eliminating, or minimizing distractions <p>How can you change the situation for the better?</p> <p><i>During Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I can adjust it - People's whispering: I can tolerate it - Noise from outside the room: I can tolerate it - Your thoughts: I can adjust it <p><i>After Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I can adjust it - People's whispering: I can tolerate it - Noise from outside the room: I can tolerate it - Your thoughts: I can adjust it.
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1. Clara	<p>1. Organizing and Transforming Strategies: The impact of game-based learning (GBL) on students' motivation, engagement and academic performance on an Arabic language grammar course in higher education. (98 paragraphs, 7 headings, 9 subheadings).</p> <ul style="list-style-type: none">- Summarizing- Highlighting <p>2. Goal Setting and Planning Strategies: I guess I need 35 minutes to go through the text and do the activities.</p> <ul style="list-style-type: none">- Timing- Time management <p>3. Keeping Records and Monitoring: If you face any ambiguous word, phrase, or sentence, take one of the following steps to highlight them for further investigation:</p> <ol style="list-style-type: none">a. Underlining them.b. Jotting them down on your notebook <p>Sub-strategies:</p> <ul style="list-style-type: none">- Note-taking <p>4. Rehearsing and Memorizing Strategy helps you most to memorize the learning materials</p> <ul style="list-style-type: none">- Writing them down <p>5. Self-evaluation + Self-consequence <i>During classroom session</i> How much did you get the text? 50-100%</p> <p>Have you done the activities correctly? Most of them</p> <p>Was your time estimation correct? Yes</p> <p>How was your performance in general? Very well</p> <p>How do you score yourself from 1 to 20? 80</p>
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	<p><i>After classroom session</i> How much did you get the text? 50-100%</p> <p>Have you done the activities correctly? Most of them</p> <p>Was your time estimation correct? Yes</p> <p>How was your performance in general? Very well</p> <p>How do you score yourself from 1 to 20? 85</p> <p>Is there anything else you would like to mention about your reading performance? Please specify (you may specify it in Indonesian) : Sometimes, saya kurang teliti.</p> <p>6. Reviewing Records Go back to the previous phases and check the following sub-strategies in reviewing the records that you do: <i>During classroom session</i> - Reviewing notes, tests, and textbooks <i>After classroom session</i> - Reviewing notes, tests, and textbooks</p> <p>7. Environmental Structuring Strategies Sub-strategies in environmental structuring that I do: - Breaking up study periods and spreading them over time How can you change the situation for the better? <i>During Classroom Session</i> - Air conditioner: I can tolerate it - People’s whispering: I can adjust it - Noise from outside the room: I can adjust it - Your thoughts: I can tolerate it</p> <p><i>After Classroom Session</i> - Air conditioner: I can adjust it - People’s whispering: I can adjust it - Noise from outside the room: I can adjust it - Your thoughts: I can adjust it.</p>
2. Edward	<p>1. Organizing and Transforming Strategies: A Review into Effective Classroom Management and Strategies for Students Engagement Teacher and Student Roles in Today's Classrooms. (14 paragraphs, 7 headings, 8 subheadings).</p>

	<ul style="list-style-type: none"> - Rearrangements of materials - Highlighting <p>2. Goal Setting and Planning Strategies: I guess I need 180 minutes to go through the text and do the activities.</p> <ul style="list-style-type: none"> - Time management - Pacing <p>3. Keeping Records and Monitoring: Sub-strategies in keeping the records and monitoring that I do:</p> <ul style="list-style-type: none"> - Keeping all drafts of assignments <p>4. Rehearsing and Memorizing Strategy helps you most to memorize the learning materials</p> <ul style="list-style-type: none"> - Learning them through derivation - Recording and then listening to them <p>5. Self-evaluation + Self-consequence <i>During classroom session</i> How much did you get the text? less than 50%</p> <p>Have you done the activities correctly? Some of them</p> <p>Was your time estimation correct? No How was your performance in general? Not satisfactory</p> <p>How do you score yourself from 1 to 20? 5</p> <p>Is there anything else you would like to mention about your reading performance? Please specify (you may specify it in Indonesian) : Sometimes I get confused about what I'm looking for, which makes my reading performance get bad.</p> <p>How do you like this way of reading a text? Merits: A better understanding of the subject Demerits: Wasting a lot of time</p> <p><i>After classroom session</i> How much did you get the text? 50-100%</p> <p>Have you done the activities correctly? Most of them</p>
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	<p>Was your time estimation correct? No</p> <p>How was your performance in general? So-do</p> <p>How do you score yourself from 1 to 20? 15</p> <p>How do you like this way of reading a text? Merits: A better understanding of the subject Demerits: Lack of some part</p> <p>How many reading materials do you do in the classroom session? Are all of them your assigned journals? add the information about the reading materials if you read more than one journal during the period of time you fill this instrument) I read 7 journals and just 4 of my assigned journals.</p> <p>6. Reviewing Records</p> <p>Go back to the previous phases and check the following sub-strategies in reviewing the records that you do:</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Reviewing notes, tests, and textbooks <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Reviewing notes, tests, and textbooks - Structuring the study environment <p>7. Seeking Information + Seeking Social Assistance</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Asking the teacher: I ask about something that I don't understand to make clear about some context. - Consulting a dictionary: I translated some of the paragraphs that were a bit complex. <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Surfing the net: Sometimes I search on the internet a couple things that I don't really understand yet so I can understand more and get additional information. - Consulting a dictionary: I translated some of the paragraphs that were a bit complex. <p>8. Environmental Structuring Strategies</p> <p>Sub-strategies in environmental structuring that I do:</p>
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	<ul style="list-style-type: none"> - Selecting or arranging the physical setting - Isolating, eliminating, or minimizing distractions <p>How can you change the situation for the better?</p> <p><i>During Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I can tolerate it - People's whispering: I can tolerate it - Noise from outside the room: I can tolerate it - Your thoughts: I can adjust it <p><i>After Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I can adjust - People's whispering: I can tolerate it - Noise from outside the room: I can tolerate it - Your thoughts: I can adjust it.
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Self-Regulation in Academic Reading Comprehension Log

(Participants' Note)

Sir David's class

Session 1 / March, 4 2024

1. Aisyah	<p>1. Organizing and Transforming Strategies:</p> <p>‘Seeing is believing’ : looking at EFL teacher’s belief through classroom interaction. (58 paragraphs, 7 headings, 11 subheadings).</p> <ul style="list-style-type: none">- Outlining- Summarizing- Rearrangements of materials- Highlighting- Drawing pictures, diagrams, or charts- Using concept webs and mapping <p>2. Goal Setting and Planning Strategies:</p> <p>I guess I need 60 minutes to go through the text and do the activities.</p> <ul style="list-style-type: none">- Sequencing- Time management- Pacing <p>3. Keeping Records and Monitoring:</p> <p>Draw an outline for the paragraphs in each part of the journal article you read. Write a 1-3 sentence summary, according to your outline.</p> <p>Over the past 30 years, research has suggested that teacher’s beliefs heavily influence their pedagogical practice. As researchers note that ‘teacher’ deep-rooted belief about how language is learned will pervade their classroom more than a particular methodology they are told to adopt or course book they follow. While belief may be viewed as one of the most valuable psychological constructs for looking at teacher education. They are also one of the most difficult to define and investigate precisely because of their psychological nature. It is a ‘messy’ construct.</p> <p>We can learn about a teacher's belief by looking</p>
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	<p>at their interactions in class. Learning arises through interaction not in interaction. Classroom interaction provides evidence of the learning that takes place.</p> <p>Sub-strategies</p> <ul style="list-style-type: none"> - Note-taking - Listing errors made <p>4. Rehearsing and Memorizing Strategy helps you most to memorize the learning materials</p> <ul style="list-style-type: none"> - Writing them down - Using mental imagery - Using repetition - Learning them from the context <p>5. Self-evaluation + Self-consequence <i>During classroom session</i> How much did you get the text? 50-100%</p> <p>Which phrase helps you more to deal with the text? Languages are learned mainly through imitation; students with high IQs are good language learners; when students are allowed to interact freely (for example in pair or in group work), they learn each other's mistakes. (Davis 2003, 2016)</p> <p>Have you done the activities correctly? Most of them Was your time estimation correct? No</p> <p>How was your performance in general? So-do How do you score yourself from 1 to 20? 15</p> <p>Is there anything else you would like to mention about your reading performance? Please specify (you may specify it in Indonesian) : There are many words that I don't understand and it was 20 pages long, so I need more time to understand each one of the headings.</p> <p>How do you like this way of reading a text? Merits: It makes reading activity more easy Demerits: I keep forgetting to do the step</p> <p><i>After classroom session</i> How much did you get the text? 50-100%</p>
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	<p>Which phrase helps you more to deal with the text? Languages are learned mainly through imitation; students with high IQs are good language learners; when students are allowed to interact freely (for example in pair or in group work), they learn each other's mistakes. (Davis 2003, 2016)</p> <p>Have you done the activities correctly? Most of them</p> <p>Was your time estimation correct? No</p> <p>How was your performance in general? So-do</p> <p>How do you score yourself from 1 to 20? 17</p> <p>Is there anything else you would like to mention about your reading performance? Please specify (you may specify it in Indonesian) : I easily get bored reading something, so this type of text might not be a good choice for a starter. On top of that, I'm a lazy person, so it takes all of my energy just to keep up with the content.</p> <p>How do you like this way of reading a text? Merits: I can understand the context better Demerits: I'm not used to it</p> <p>6. Reviewing Records</p> <p>Go back to the previous phases and check the following sub-strategies in reviewing the records that you do:</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Reviewing recordings - Reviewing notes, tests, and textbooks <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Reviewing recordings - Reviewing notes, tests, and textbooks - Structuring the study environment <p>7. Seeking Information + Seeking Social Assistance</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Guessing: Picture the material being studied
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	<ul style="list-style-type: none"> - Surfing the net: Search something that I don't know - Asking the teacher: Ask something I don't know or make sure I get the message right - Asking your friends: Ask if I had heard something right, and to make sure I don't make mistakes - Consulting a dictionary: Look for words that I forget or when I don't know how to connect one expression to another - Emulating exemplary models: Re-explain or asking whatever I can't catch from the lecturer <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Guessing: - Picture the material being studied - Surfing the net: Search something that I don't know - Asking the teacher: Ask something I don't know or make sure I get the message right. - Asking your friends: Ask if I had heard something right, and to make sure I don't make mistakes - Consulting a dictionary: Look for words that I forget or when I don't know how to connect one expression to another. - Emulating exemplary models: Re-explain or ask whatever I forget from the lecturer. <p>8. Environmental Structuring Strategies Sub-strategies in environmental structuring that I do:</p> <ul style="list-style-type: none"> - Selecting or arranging the physical setting - Isolating, eliminating, or minimizing distractions <p>How can you change the situation for the better?</p> <p><i>During Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I can adjust focusing on what's in front of me, whether it was lecturer or my assignments. I should tolerate it because without AC, I wouldn't be able to do anything. - People's whispering: I can adjust ignore them and keep focus. I should tolerate it anyone can express their feelings, it's not
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	<p>wrong to speak, because they might need that.</p> <ul style="list-style-type: none"> - Noise from outside the room: I can adjust as long as it isn't too loud, I can bear with it. I should tolerate it as long as they have the awareness that it was not the place to get loud and disturbing. - Your thoughts: I can adjust as long as I keep on track, and not distracted. I should tolerate it sometimes it's important to get rest for once in a while. <p><i>After Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I can adjust by don't mind it. I should tolerate it because I can't live without it - People's whispering: I can adjust by don't mind it, and keep on focusing. I should tolerate it because people need to communicate. - Noise from outside the room: I can adjust confront them if they get too loud, or just find another place to do the task. I should tolerate it because people need to do their win things too.
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<p>2. Carlos</p>	<p>1. Organizing and Transforming Strategies: SECOND LANGUAGE LITERACY PRACTICES: A CASE STUDY OF A CHINESE STUDENT IN AUSTRALIA. (109 paragraphs, 4 headings, 4 subheadings).</p> <ul style="list-style-type: none"> - Outlining - Highlighting <p>2. Goal Setting and Planning Strategies: I guess I need 40-60 minutes to go through the text and do the activities.</p> <ul style="list-style-type: none"> - Time management - Pacing <p>3. Keeping Records and Monitoring: Sub-strategies in keeping the records and monitoring that I do</p> <ul style="list-style-type: none"> - Recording grades <p>4. Rehearsing and Memorizing Strategy helps you most to memorize the learning</p>
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	<p>materials</p> <ul style="list-style-type: none"> - Using mental imagery - Learning them from the context <p>5. Self-evaluation + Self-consequence</p> <p><i>During classroom session</i></p> <p>How much did you get the text? 50-100%</p> <p>Have you done the activities correctly? Most of them</p> <p>Was your time estimation correct? Yes</p> <p>How was your performance in general? So-do</p> <p>How do you score yourself from 1 to 20? 15</p> <p>Is there anything else you would like to mention about your reading performance? Please specify (you may specify it in Indonesian) :</p> <p>Actually I have read this journal several times even before attending the course so I already know a little detail of the content. I just missed a little bit of detail due to the holiday. So I can easily understand and gain memory recollection the moment I reread it. All I do is just read fastly by looking at the paragraph.</p> <p>How do you like this way of reading a text?</p> <p>Merits: Fast and easy to recognize</p> <p>Demerits: In my experience it is also easy to forget</p> <p><i>After classroom session</i></p> <p>How much did you get the text? 50-100%</p> <p>Have you done the activities correctly? Most of them</p> <p>Was your time estimation correct? Yes</p> <p>How was your performance in general? So-do</p> <p>How do you score yourself from 1 to 20? 15</p> <p>6. Reviewing Records</p> <p>Go back to the previous phases and check the following sub-strategies in reviewing the records that you do:</p> <p><i>During classroom session</i></p>
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	<ul style="list-style-type: none"> - Reviewing notes, tests, and textbooks <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Reviewing recordings - Reviewing notes, tests, and textbooks <p>7. Seeking Information + Seeking Social Assistance</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Surfing the net: Usually I do this to avoid misunderstanding about certain meaning of words or phrases - Consulting a dictionary: Well I usually use an online dictionary to make sure I understand the meaning of unknown words that I have never heard or read <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Asking the teacher: Usually I do this to make certain about my works - Asking your friends: I also do this if I was out of option to make sure I was on the right track <p>8. Environmental Structuring Strategies</p> <p>Sub-strategies in environmental structuring that I do:</p> <ul style="list-style-type: none"> - Isolating, eliminating, or minimizing distractions <p>How can you change the situation for the better?</p> <p><i>During Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I should tolerate it because this is acceptable. - People's whispering: I can adjust Change seats? - Noise from outside the room: I can adjust don't mind it I cannot do anything, after all that is outside my authority. - Your thoughts: I should tolerate it rarely experienced that. <p><i>After Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I should tolerate it because this is acceptable. - People's whispering: I can adjust usually I will move to more quiet place. - Noise from outside the room: I can adjust using a headset to listen to a song or something.
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	- Your thoughts: I should tolerate it rarely experienced that.
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Session 2 / March, 7 2024

<p>1. Aisya</p>	<p>1. Organizing and Transforming Strategies: Three types of Interaction. (18 paragraphs, 3 headings). - Outlining - Summarizing - Highlighting</p> <p>2. Goal Setting and Planning Strategies: I guess I need 15 minutes to go through the text and do the activities. - Sequencing - Pacing</p> <p>3. Keeping Records and Monitoring: Draw an outline for the paragraphs in each part of the journal article you read. Write a 1-3 sentence summary, according to your outline. Interaction is one of the characteristics of education itself, where there will be no education without interaction. Moore (1989) claimed that "Interaction is another important term that carries so many meanings as to be almost useless unless specific sub-meanings can be defined and generally agreed upon."</p> <p>There are three different types of interaction, namely the interaction among students and material being taught, interaction between student and teacher, and student among other students. Interaction between students and teacher, where it is described as "regarded as essential by many educators and as highly desirable by many learners".</p> <p>Interaction occurs as a process of changing students' understanding, knowledge, perspectives, as well as structure and thinking, with the teacher being the lead and controller in the intensity of student interaction and content.</p> <p>Sub-strategies - Note-taking</p>
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	<ul style="list-style-type: none"> - Listing errors made <p>4. Rehearsing and Memorizing Strategy helps you most to memorize the learning materials</p> <ul style="list-style-type: none"> - Writing them down - Using mental imagery - Using repetition - Recording and then listening to them <p>5. Self-evaluation + Self-consequence <i>During classroom session</i> How much did you get the text? 50-100%</p> <p>Which phrase helps you more to deal with the text? Interaction is another important term that carries so many meanings as to be almost useless unless specific sub-meanings can be defined and generally agreed upon</p> <p>Have you done the activities correctly? Most of them</p> <p>Was your time estimation correct? Yes</p> <p>How was your performance in general? Very well</p> <p>How do you score yourself from 1 to 20? 18</p> <p>Is there anything else you would like to mention about your reading performance? Please specify (you may specify it in Indonesian) : The text is not that long compared to other reading lists of mine, so I enjoyed it.</p> <p>How do you like this way of reading a text? Merits: Easier to understand the context of the text Demerits: I keep forgetting to do the steps</p> <p><i>After classroom session</i> How much did you get the text? 100%</p> <p>Which phrase helps you more to deal with the text? Interaction is another important term that carries so many meanings as to be almost useless unless specific sub-meanings can be defined and generally agreed upon</p> <p>Have you done the activities correctly? Most of them</p>
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	<p>Was your time estimation correct? Yes</p> <p>How was your performance in general? Very well</p> <p>How do you score yourself from 1 to 20? 18</p> <p>Is there anything else you would like to mention about your reading performance? Please specify (you may specify it in Indonesian) : The text is easy to read</p> <p>How do you like this way of reading a text? Merits: Easier to understand the context of the text Demerits: I keep forgetting to do the steps</p> <p style="text-align: center;">6. Reviewing Records</p> <p>Go back to the previous phases and check the following sub-strategies in reviewing the records that you do:</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Reviewing recordings - Reviewing notes, tests, and textbooks <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Reviewing notes, tests, and textbooks - Structuring the study environment <p style="text-align: center;">7. Seeking Information + Seeking Social Assistance</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Guessing: I tried this way to picture the context that I read - Surfing the net: search for anything - Asking the teacher: I tried this to satisfy my curiosity or ask something that I still don't get - Asking your friends: I tried this to make sure I don't make mistakes in my notes - Consulting a dictionary: Look for words that I forget or when I don't know how to connect one expression to another - Emulating exemplary models: Ask if I had difficulties in understanding the lecturers <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Guessing: I tried this way many times when I didn't know something in my
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	<p>assignment</p> <ul style="list-style-type: none"> - Surfing the net: I tried this way many times when I didn't know something in my assignment - Asking the teacher: I tried this way to notify the teacher about my problems - Asking your friends: To make sure I still on track - Consulting a dictionary: Look for words that I forget or when I don't know how to connect one expression to another - Emulating exemplary models: Compare their work with mine, so I can get a clear comparison <p>8. Environmental Structuring Strategies</p> <p>Sub-strategies in environmental structuring that I do:</p> <ul style="list-style-type: none"> - Selecting or arranging the physical setting - Isolating, eliminating, or minimizing distractions <p>How can you change the situation for the better?</p> <p><i>During Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I can adjust focusing on what's in front of me, weather it was lecturer or my assignments. I should tolerate it because without AC, I wouldn't be able to do anything. - People's whispering: I can adjust ignore them and keep focus. I should tolerate it anyone can express their feelings, it's not wrong to speak, because they might need that. - Noise from outside the room: I can adjust don't mind them. I should tolerate it as long as it not too loud. - Your thoughts: I can adjust keep on focusing. I should tolerate it as long as I keep on track. <p><i>After Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I can adjust by don't mind it. I should tolerate it because I can't live without it - People's whispering: I can adjust by don't mind it, and keep focusing on what's in front of me. I should tolerate it as long as they're human. - Noise from outside the room: I can adjust find another place. I should tolerate it
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	<p>People need to do their own things</p> <ul style="list-style-type: none"> - Your thoughts: I can adjust don't get distracted. I should tolerate it as long as still on track.
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2. Carlos	<p>1. Organizing and Transforming Strategies: EXPLORING LITERACY PRACTICES IN A SECOND LANGUAGE. (42 paragraphs, 4 headings, 3 subheadings).</p> <ul style="list-style-type: none"> - Outlining - Highlighting <p>2. Goal Setting and Planning Strategies: I guess I need 20-30 minutes to go through the text and do the activities.</p> <ul style="list-style-type: none"> - Time management - Pacing <p>3. Keeping Records and Monitoring: Sub-strategies in keeping the records and monitoring that I do</p> <ul style="list-style-type: none"> - Recording grades <p>4. Rehearsing and Memorizing Strategy helps you most to memorize the learning materials</p> <ul style="list-style-type: none"> - Using mental imagery - Learning them from the context <p>5. Self-evaluation + Self-consequence <i>During classroom session</i> How much did you get the text? 50-100%</p> <p>Have you done the activities correctly? Most of them</p> <p>Was your time estimation correct? Yes</p> <p>How was your performance in general? So-do</p> <p>How do you score yourself from 1 to 20? 15</p> <p>Is there anything else you would like to mention about your reading performance? Please specify (you may specify it in Indonesian) :</p> <p>Actually I have read this journal several times even before attending the course so I already know a little detail of the content. I just missed a</p>
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	<p>little bit of detail due to the holiday. So I can easily understand and gain memory recollection the moment I reread it. All I do is just read fastly by looking at the paragraph.</p> <p>How do you like this way of reading a text? Merits: Fast and easy to recognize Demerits: In my experience it is also easy to forget</p> <p><i>After classroom session</i> How much did you get the text? 50-100%</p> <p>Have you done the activities correctly? Most of them</p> <p>Was your time estimation correct? Yes</p> <p>How was your performance in general? So-do</p> <p>How do you score yourself from 1 to 20? 15</p> <p>6. Reviewing Records Go back to the previous phases and check the following sub-strategies in reviewing the records that you do:</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Reviewing notes, tests, and textbooks <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Reviewing recordings - Reviewing notes, tests, and textbooks <p>7. Seeking Information + Seeking Social Assistance</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Surfing the net: Usually I do this to avoid misunderstanding about certain meaning of words or phrases - Consulting a dictionary: Well I usually use an online dictionary to make sure I understand the meaning of unknown words that I have never heard or read <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Asking the teacher: Usually I do this to make certain about my works - Asking your friends: I also do this if I was out of option to make sure I was on the right track <p>8. Environmental Structuring Strategies</p>
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	<p>Sub-strategies in environmental structuring that I do:</p> <ul style="list-style-type: none"> - Isolating, eliminating, or minimizing distractions <p>How can you change the situation for the better?</p> <p><i>During Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I should tolerate it because this is acceptable. - People's whispering: I can adjust Change seats? - Noise from outside the room: I can adjust don't mind it I cannot do anything, after all that is outside my authority. - Your thoughts: I should tolerate it rarely experienced that. <p><i>After Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I should tolerate it because this is acceptable. - People's whispering: I can adjust usually I will move to more quiet place. - Noise from outside the room: I can adjust using a headset to listen to a song or something. - Your thoughts: I should tolerate it rarely experienced that.
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<p>1. Aisya</p>	<p>1. Organizing and Transforming Strategies: Teacher–student interactions and feedback in English as a foreign language classrooms. (34 paragraphs, 6 headings, 4 subheadings).</p> <ul style="list-style-type: none">- Outlining- Highlighting <p>2. Goal Setting and Planning Strategies: I guess I need 45 minutes to go through the text and do the activities.</p> <ul style="list-style-type: none">- Time management- Pacing <p>3. Keeping Records and Monitoring: Draw an outline for the paragraphs in each part of the journal article you read. Write a 1-3 sentence summary, according to your outline.</p> <p>Real-time interactions are fundamental to the formation of teacher–student relationships. As such, interactions lie at the heart of understanding potentials and impediments to student learning. Observation systems are suitable for identifying quality dimensions of teaching.</p> <p>Foreign language teachers have the opportunity of alternating between languages, especially if there is a shared first language, which has the potential to reduce anxiety (Bruen & Kelly, 2017) and foster learning (Then & Ting, 2011).</p> <p>In past decades, feedback in educational research has been discussed predominantly in the field of assessment. More recently, however, scholars have called for a fusion between formative assessment and self-regulated learning. The marriage between these two traditions evokes the centrality of self-regulatory processes of feedback.</p> <p>Sub-strategies</p> <ul style="list-style-type: none">- Note-taking
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	<p>4. Rehearsing and Memorizing Strategy helps you most to memorize the learning materials</p> <ul style="list-style-type: none"> - Writing them down - Using mental imagery - Learning them from the context - Recording and then listening to them - Learning them through synonyms or antonyms <p>5. Self-evaluation + Self-consequence <i>During classroom session</i> How much did you get the text? 50-100%</p> <p>Have you done the activities correctly? Most of them</p> <p>Was your time estimation correct? No</p> <p>How was your performance in general? So-do</p> <p>How do you score yourself from 1 to 20? 11</p> <p>Is there anything else you would like to mention about your reading performance? Please specify (you may specify it in Indonesian) : I tend to read over and over again in sentences or paragraphs that I think are important, word by word.</p> <p>How do you like this way of reading a text? Merits: I can understand the context of what I read better Demerits: I not a patient person, so reading has been quite challenging for me</p> <p><i>After classroom session</i> How much did you get the text? 50-100%</p> <p>Which phrase helps you more to deal with the text? As such, interactions lie at the heart of understanding potentials and impediments to student learning</p> <p>Have you done the activities correctly? Most of them</p> <p>Was your time estimation correct? No</p> <p>How was your performance in general? So-do</p>
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	<p>How do you score yourself from 1 to 20? 15</p> <p>Is there anything else you would like to mention about your reading performance? Please specify (you may specify it in Indonesian) : Because my lack of proficiency, there are many words that I don't understand</p> <p>How do you like this way of reading a text? Merits: I can understand the topics deeper Demerits: I need more time to get used to it</p> <p>6. Reviewing Records</p> <p>Go back to the previous phases and check the following sub-strategies in reviewing the records that you do:</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Reviewing notes, tests, and textbooks - Structuring the study environment <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Reviewing recordings - Reviewing notes, tests, and textbooks - Structuring the study environment <p>7. Seeking Information + Seeking Social Assistance</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Guessing: Picture the material being studied - Surfing the net: Look for anything - Asking the teacher: Ask something that I didn't understand - Asking your friends: To make sure what I had in mind is in line with the material - Consulting a dictionary: Look for words that I forget or when I don't know how to connect one expression to another - Emulating exemplary models: Ask for something I don't understand yet <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Guessing: Picture the text that being studied - Surfing the net: Look for some term that I don't know - Asking the teacher: Notify my situation - Asking your friends: Ask for their progress so I don't leave behind - Consulting a dictionary: Look for words
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	<p>that I forget or when I don't know how to connect one expression to another</p> <ul style="list-style-type: none"> - Emulating exemplary models: Compare their work with mine so I can keep on track <p>8. Environmental Structuring Strategies</p> <p>Sub-strategies in environmental structuring that I do:</p> <ul style="list-style-type: none"> - Isolating, eliminating, or minimizing distractions - Breaking up study periods and spreading them over time <p>How can you change the situation for the better?</p> <p><i>During Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I can adjust focusing on what's in front of me, weather it was lecturer or my assignments. I should tolerate it because without AC, I wouldn't be able to do anything. - People's whispering: I can adjust ignore them and keep focus. I should tolerate it anyone can express their feelings. it's not wrong to speak, because they might need that. - Noise from outside the room: I can adjust don't mind it. I should tolerate it because I can. - Your thoughts: I can adjust not getting distracted too much. I should tolerate it because some time we need to rest. <p><i>After Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I can adjust keep focusing. I should tolerate it because I can't live without it. - People's whispering: I can adjust keep focusing. I should tolerate it people need to communicate too. - Noise from outside the room: I can adjust find another place (if they get too loud). I should tolerate it because people actually live outside of that room. - Your thoughts: I can adjust keep on track. I should tolerate it because it is my mind.
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2. Carlos	<p>1. Organizing and Transforming Strategies:</p> <p>Investigating Literacy Practices in a University EFL Context from Multiliteracies and Multimodal</p>
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	<p>Perspective: A Case Study. (44 paragraphs, 6 headings, 24 subheadings).</p> <ul style="list-style-type: none"> - Outlining - Highlighting <p>2. Goal Setting and Planning Strategies: I guess I need 20-30 minutes to go through the text and do the activities.</p> <ul style="list-style-type: none"> - Time management - Pacing <p>3. Keeping Records and Monitoring: Sub-strategies in keeping the records and monitoring that I do</p> <ul style="list-style-type: none"> - Recording grades <p>4. Rehearsing and Memorizing Strategy helps you most to memorize the learning materials</p> <ul style="list-style-type: none"> - Using mental imagery - Learning them from the context <p>5. Self-evaluation + Self-consequence <i>During classroom session</i> How much did you get the text? 50-100%</p> <p>Have you done the activities correctly? Most of them</p> <p>Was your time estimation correct? Yes</p> <p>How was your performance in general? So-do</p> <p>How do you score yourself from 1 to 20? 15</p> <p>Is there anything else you would like to mention about your reading performance? Please specify (you may specify it in Indonesian) :</p> <p>Actually I have read this journal several times even before attending the course so I already know a little detail of the content. I just missed a little bit of detail due to the holiday. So I can easily understand and gain memory recollection the moment I reread it. All I do is just read fastly by looking at the paragraph.</p> <p>How do you like this way of reading a text? Merits: Fast and easy to recognize Demerits: In my experience it is also easy to forget</p>
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	<p><i>After classroom session</i> How much did you get the text? 50-100%</p> <p>Have you done the activities correctly? Most of them</p> <p>Was your time estimation correct? Yes</p> <p>How was your performance in general? So-do</p> <p>How do you score yourself from 1 to 20? 15</p> <p>6. Reviewing Records Go back to the previous phases and check the following sub-strategies in reviewing the records that you do:</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Reviewing notes, tests, and textbooks <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Reviewing recordings - Reviewing notes, tests, and textbooks <p>7. Seeking Information + Seeking Social Assistance</p> <p><i>During classroom session</i></p> <ul style="list-style-type: none"> - Surfing the net: Usually I do this to avoid misunderstanding about certain meaning of words or phrases - Consulting a dictionary: Well I usually use an online dictionary to make sure I understand the meaning of unknown words that I have never heard or read <p><i>After classroom session</i></p> <ul style="list-style-type: none"> - Asking the teacher: Usually I do this to make certain about my works - Asking your friends: I also do this if I was out of option to make sure I was on the right track <p>8. Environmental Structuring Strategies Sub-strategies in environmental structuring that I do:</p> <ul style="list-style-type: none"> - Isolating, eliminating, or minimizing distractions <p>How can you change the situation for the better?</p> <p><i>During Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I should tolerate it because this is acceptable. - People's whispering: I can adjust Change
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	<p>seats?</p> <ul style="list-style-type: none"> - Noise from outside the room: I can adjust don't mind it I cannot do anything, after all that is outside my authority. - Your thoughts: I should tolerate it rarely experienced that. <p><i>After Classroom Session</i></p> <ul style="list-style-type: none"> - Air conditioner: I should tolerate it because this is acceptable. - People's whispering: I can adjust usually I will move to more quiet place. - Noise from outside the room: I can adjust using a headset to listen to a song or something. - Your thoughts: I should tolerate it rarely experienced that.
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