

Self-regulated learning strategy in learning activities of literal reading course to build learning independence

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Abstract

This study attempts to describe how a Self-regulated learning strategy is implemented in Literal Reading course learning activities based on the characteristics of each strategy phase: Forethought and Planning phase, Monitoring on Performance phase, and Reflection on Performance. This case-study research involves Literal Reading class as the lowest reading comprehension level. It is expected that the learning activities given in the activities meet the needs of reaching the objectives of Literal Reading and match the characteristics of each phase of the Self-regulated learning strategy. Forethought and Planning phase focuses on giving chances to students to get familiar with the materials by observing the learning objectives and plan on what they will do to reach the goals. Monitoring on the Performance phase works on how students can control their learning activities according to their preferences and strategies while allowing them to work with peers or have discussions with the lecturer. Reflection on Performance allows students to review any feedback or new information to plan better strategies in learning. The implications are discussed in the findings.

Keywords: Learning activities, literal reading, reading comprehension, self-regulated learning

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1. Introduction

University students are the level learners who are expected to be able to learn independently without always being guided and accompanied by the lecturer in every meeting or learning activity. They are expected to explore the learning materials to improve their skill. This expectation leads to the importance of implementing a learning strategy to support teaching and learning and the independent learning skill. Independent learning or self-learning can be a good choice in this era, where everything goes digital, and learning does not have to be held face-to-face. In reaching the goal as an independent learning skill, learners or students are involved starting from setting the goal of learning until evaluating the process. They can determine which strategies are suitable for them and whether they can be applied to complete different tasks in the future. The fostering of independent learning skills has been conducted in numerous studies with different designs. Moore (2016) used flipped classroom as a means of fostering independence in learning, showing results that this skill involves competency-based education, learners' analysis skill, adaptive learning skill, gamification, digital badging, open educational resources, and applications of the Internet where students are expected to learn not only from the teachers but also from wider sources with their competencies. Remedial actions are also considered another way of fostering independent learning. Pejuan & Antonijuan (2019) gave remedial actions in the forms of active-learning components for undergraduate students said to have underdeveloped independent learning abilities. Those studies revealed that independent learning for university students is important and needs to be developed for further implementation.

Self-Regulated Learning (SRL) is used as a strategy reflecting independent learning goals in which students are expected to be able to set their learning schedules, monitor their progress to reach their goals, and reflect on their learning progress.

Numerous studies conducted by Morshedian (2016), Hemmati et al. (2018), Eissa (2015), Sholich (2018), Li et al. (2018), Morshedian & Hemmati (2016), Nejabati (2015), Khodabandehlou et al. (2014) employed Zimmerman's model of SRL with 3 phases of learning; Forethought and Planning phase, Monitoring on Performance phase, and Reflection on Performance phase; to help students improve their reading comprehension skill. They showed that the strategy is considered effective in assisting students. In their studies, Self-Regulated Learning helps students to improve their reading skills, especially in the literal and critical levels of comprehension. The previous studies proposed how the strategy affects reading comprehension yet did not mention how the strategy is realized in learning activities and the lecturer's role in the classroom while students are expected to work independently. It is important to describe the learning activities since they need to be assigned to students by considering the course's learning objectives and the principles of the phases of SRL.

Independent learning is viewed by teachers as how students conduct their own learning progress. In a review presented by Meyer et al. (2008), independent learning is related to how

students are responsible for the learning process from the teacher. This includes students' acquisition of their comprehension in learning, motivation in learning, and collaboration with teachers to build the learning environment. This shows that teachers' role in independent learning is to control and ensure students are not working alone without supervision by providing structures for the learning.

Independent learners are able to plan their short and long-term goals in learning, plan ahead to accomplish their goals, motivate themselves, and focus on goals as well as the progress. This also involves the ability to use various learning strategies and adjust them, monitor their progress, ask for help from peers or teachers, and evaluate their learning progress and goals based on the plan made. This previous study did not mention how the characteristics of independent learners are created in students especially in learning activities related to certain subject or language skill.

The improvement of independent learning skill can be supported by various things. One of them is providing proper learning media and guidance. Textbooks or handouts that support and adjusted to the needs of students can be an alternative. The handouts or textbooks should present framework that can be evaluated to identify advice about the different aspects of the independent learning skill. A study by Reinders and Balçıkanlı (2011) found that textbooks gives little helps in terms of boosting learner's autonomy and offering limited chances for students to learn. In other words, students need to work with various media and activities instead of textbooks in the classroom. Providing appropriate learning activities to come up with the instructions is considered important. This brings the ideas of observing what learning activities that are conducted in the classroom to help students become independent learners.

Learning activities are generally aimed to help students develop their learning progress. In a study conducted by Akan and Basar (2013), students are considered having better learning experiences through learning activities given. The activities are mentioned to improve the students' interest and motivation in joining and participating in the classroom. It also reveals that students do not have any problems related to behavior when they work on the learning activities. The study is a case study qualitative study involving a group of students which become the limitation since the limited number of samples or respondents. However, this study presents the idea of how students should perceive the learning activities as the motivator and the monitor of their own learning progress. By following this idea, it is important to get students involve actively in every learning activity. This present study attempts to present how the learning activities are conducted following the phases of Self-regulated learning strategy to help students become independent.

This paper aims to answer the gaps from previous studies by describing how Self-regulated strategy is implemented in learning activities given to students in Literal Reading

course by considering the characteristics of each phase of the strategy to build independence in learning.

1.1. Zimmerman's Self-Regulated Learning Model

Using Self-regulated learning (SRL) to improve a student's reading comprehension should be based on how the student can self-adjust. The implementation of Zimmerman's SRL model by Panadero & Alonso-Tapia (2014) is considered a cognitive-oriented model where emotions are not the focus of the implementation. State-oriented students are referred to as students who have the ability to self-adjust and control their emotions, thoughts and behaviours to achieve their goals. Other students who are struggling with self-adjustment and self-management find it difficult to balance their growth. This study is believed to be useful as it provides comparisons and contrasts with other models.

The SRL phases supports an independent learning phase where students are expected to be able to plan, monitor and evaluate their research. The SRL phase is divided into three according to Zimmerman (2000); Forethought and Planning, Performance Monitoring and Performance Reflection.

In the Forethought and Planning phase, students analyse learning tasks and set specific goals to achieve those tasks. When students learn unfamiliar topics, they need to understand the best way to complete the task or which goals are considered to be the most important. In this case, teachers and experienced classmates can teach students how to be effective. This is related to building the confidence of the students which later is believed to affect the ability to comprehend a text as stated by Mohammed (2022) that self-efficacy influences the ability of reading comprehension.

Goal setting is cited as a means of regulating student behaviour in the classroom. It can be displayed in various ways. B. To get good grades on the exam and to have a deeper understanding of the topic. The short-term goal in this case is used as a milestone to reach the long-term goal. For example, a student can set a topic within a specific time, set a learning strategy as a short-term goal, and achieve the long-term goal of getting an A on an exam. Studies also suggest that motivating students to set short-term learning goals can help them track their progress (Zimmerman, 2004, p.4).

In the Performance Monitoring phase, students use specific strategies to learn new learning tasks and monitor the success of these strategies and their motivation to complete the task based on planned goals. Unfortunately, working with new strategies can be difficult as students choose to return to a more familiar strategy. Students can be frustrated when learning and applying new strategies, so teachers and teachers should provide specific feedback to encourage them to learn and apply new strategies and not return to fallback strategies.

In the Reflection on Performance phase, when looking back on performance, students need to consider how effective the strategies used are and evaluate how they perform their

tasks. In this phase, students need to control their emotions about the consequences of learning progress. The introspection stage influences future steps for students to plan goals and resumes the cycle.

The implementation of SRL is also influenced by the motivation of students. Growing self-motivation from inside of students is considered prominent before making them work with SRL. In their book, Dembo & Seli (2016, p.70) brings the issue of self-motivation as a part of SRL strategy. They mention that the motivation of learning can be encouraged during the goal-setting phase of SRL. Students should be encouraged by guiding them to set their own goals of learning starts from identifying the goals, generating and evaluating alternative plans, making implementation plans, implementing the plans, and evaluating progress are mentioned as steps that can be applied in the learning activities to help students grow self-motivation to finally work with SRL well. This stage is taken as an important one because by setting their own goals, students can measure their competencies and they will feel that it is easier to reach than goals set by the teacher. This will help them set their motivation high.

1.2. Literal Reading Comprehension

Reading level teaching and learning depend much on the tasks or strategies that can be approached by students. These strategies are proposed by Torres & Constain (2009) in their study that includes "Right There" type of question that is given to students so they can refer to the text and find suitable information to answer questions provided. These are known as literal questions because readers can find the explicit answers in the passage. It includes questions like "According to the passage..." "How many...?" "Who is...?" "Where is...?" "What is...?". The "Think and Search" requires students to find the ideas or information from a text that may be related to each other. They are allowed to look back to find it or guess it. The questions include "The main idea of the passage is..." "What caused..." "Compare and contrast". The "On My Own" type of question is related to the background knowledge of the topic. Students can answer it based on their own experiences or previous knowledge to answer questions with "In your opinion..." "Based on your experience..." "Think about someone or something you know...". The "Author and You" questions require students to think about what stated in the text and retell it in their own ideas. The phrases used are "The author implies..." "The passage suggests..." "The speaker's attitude". From this study, it can be inferred that the forms of questions or instructions in reading class need to be adjusted with the level of comprehension of students.

Literal reading as a low level of comprehension includes activities in the learning process which is mentioned to be important as the basis of development of comprehension in higher level. In a study by Saadatnia et al. (2017), it is stated that literal comprehension requires students to extract explicit information from a passage. This involves the ability to process word per word, and identify individual word to make meaning from the combination of words in a long string including propositions and sentences. It can be analysed that literal reading

comprehension should include the context, facts, and sequence that can appear in a text. The context can be defined as the whole image from the correlation of facts, facts are information put in a text and sequences are how the information is put in chronological order of events. It can also be said that this level of comprehension asks students to identify the correct and accurate meaning of words or vocabulary used in a text from the word level or sentence level, to get information from reading, and to paraphrase what they get from the text. This shows the abilities that should be mastered by students at the end of the literal reading course.

1.3. Independent Learning Skill

Independent learners are able to plan their short and long-term goals in learning, plan ahead to accomplish their goals, motivate themselves, and focus on goals as well as the progress. This also involves the ability to use various learning strategies and adjust them, monitor their progress, ask for help from peers or teachers, and evaluate their learning progress and goals based on the plan made.

Independent learners are mentioned to be the ones with a set of characteristics that distinguish them from others. In his study, Glynn (2016) presents the characteristics as students should be able to promote initiation in learning, students are able to work collaboratively with more skilful partners, they can modify or do some changes to the learning behaviours as a result of working together with more skilful peers, and they are able to take control their learning habit. More characteristics are proposed by Mynard and Solfraten (2003) which include the ability to be self-reliant, make informed decision based on their learning, connect learning and real world. Moreover, students are expected to be aware of their strength and weakness and able to be responsible for their own learning process. These characteristics are considered suitable with the learning phases proposed by self-regulated learning strategy which engages students in the activities of planning learning, adjusting learning strategies with their needs, monitor their progress in learning, and evaluate their process.

1.4. Learning Activities

Learning activities are generally aimed to help students develop their learning progress. In a study conducted by Akan & Basar (2013), students are considered having better learning experiences through learning activities given. The activities are mentioned to improve the students' interest and motivation in joining and participating in the classroom. It also reveals that students do not have any problems related to behavior when they work on the learning activities. The study is a case study qualitative study involving a group of students which become the limitation since the limited number of samples or respondents. However, this study presents the idea of how students should perceive the learning activities as the motivator and the monitor of their own learning progress. By following this idea, it is important to get students involve actively in every learning activity.

The activities of learning are not only held in the classroom. It is important for teachers or lecturers to provide instructions to students that allow them to involve learning in the activities outside the classroom. As what stated in a study conducted by Bala (2020), students are interested in doing learning activities outside the classroom such as watching movies, videos, exploring the internet, or other activities that can improve their communicative ability related to their language mastery. The study gives insight on how useful it is for teachers or lecturers to motivate the students to practice outside the classroom by offering some ideas of activities to students with educational purposes. This goes along with a study conducted by Aydin (2013) where students reveal they enjoy the outside classroom learning activities such as listening to music and watching movies and they consider the activities as important. This study shows that activities done by students outside the classroom are prominent to support the language development. Those who involve more in outside classroom activities learn the language quicker and have contribution in being autonomous learners. Consequently, there is a need to implement the proper learning strategies to support students. According to these findings, this present study proposed the investigation on how learning activities both inside and outside classroom are done by students to support their learning independence.

Learning activities come with several criteria as the highlight points. Meisuri (2014) in the study summarize the characteristics of learning activities as focusing on language practice, being presented in simple form focusing on cognitive aspect, not always being personalized, not having meaningful end, providing controlled and guided practices, practicing certain language items, skills, or strategies, and supporting the linguistics points in structured ways. These characteristics are expected to be found in the setting along with the implementation of self-regulated learning strategy and presented in this research.

1.5. Theoretical Framework

The implementation of SRL should be accompanied by learning activities reflecting each phase of SRL as a guide for students to study. SRL phases of Zimmerman are implemented by El-henawy et al. (2010) in their study by presenting the instructions in form of picking goals, listing ways to meet goals, making notes, and sequencing notes to improve reading comprehension. This research starts with the students' need to have independent learning skill. The skill, in this study, is attempted to be cultivated in the Literal Reading course as the lowest level of reading comprehension. The students are expected to show the characteristics of independent learners as the university students. As mentioned by Glynn (2016) and Mynard and Solfraten (2003), the characteristics include being able to promote initiation in learning, work collaboratively with more skillful partners, modify or do some changes to the learning behaviors as a result of working together with more skillful peers, take control their learning habit, to be self-reliant, make informed decision based on their learning, connect learning and real world, be aware of their strength and weakness and able to be responsible for their own learning process. These characteristics are considered suitable with the learning

phases proposed by self-regulated learning strategy which engages students in the activities of planning learning, adjusting learning strategies with their needs, monitor their progress in learning, and evaluate their process. master the reading skill. This reading skill is divided into some levels starts from the easiest or simplest to the most complex or difficult, or from literal level to creative level. As stated by Koch & Sporer (2017), students at university-level performs reading on a relatively moderate level when they are expected to be good and independent readers. It is related to the need for a better learning strategy to be implemented in the learning process.

The research questions proposed are:

- 1) How is Forethought and Planning phase is implemented in learning activities of Literal Reading learning?
- 2) How is Performance on Monitoring phase is implemented in learning activities of Literal Reading learning?
- 3) How is Reflection on Performance phase is implemented in learning activities of Literal Reading learning?

2. Method

2.1. Design

This research was conducted with case study observational research design. As included in Somekh & Lewin (2005, p.139), observation research includes some approaches; structured observation, where the schedule of the research is prepared in advanced, unstructured observation, in which the observer sitting and taking notes from the back of the class, and participant observation where the observer also has role as the participant in the setting. This present study will take structured observation because the schedule is prepared beforehand and the researcher will only act as an observer.

Case study was chosen for present study to take an example of an activity, or in this case is an example on how Self-regulated learning strategy is implemented in a classroom of Literal Reading course at a university. In the study, Yin (2015) mentioned that case study is aimed to explain the causative relation between real-life and interventions, to describe the intervention itself and to explore the situations where the intervention brings unclear outcomes. Case study research is mentioned by Morgan et al. (2017) as inextricably related to the phenomena observed or investigated and is prominent to comprehend the cases in real-world linked to the phenomena under investigation and, therefore, is crucial too. This design has been implemented before by Medina (2012) regarding to the effects of teaching reading strategies on reading for EFL learners. It is also implemented in a study by Fitriana (2015) to report the strategies used by students with low and high level of English proficiency in understanding academic reading including the aspects that influences the reading comprehension abilities. In his study, Broad (2006) implemented case study to report how

students interpret independent learning and the reasons of the interpretation by employing questionnaires and interviews. In a study conducted by Phillips (2013), case study was used to report how teachers are questioning in guided reading activities by implementing the scaffolding methods in 6 levels of children's understanding in reading. The study implemented observation method and interviews in the data collection method.

2.2. *Setting*

The setting of the study was at a private university in Semarang regency, Indonesia. Literal Reading course is conducted for 1st semester students of English Literature study program. The setting was selected because the program is considered new so it needs more suggestions to develop the process of teaching and learning.

The objects observed in this study is the learning activities given to students by the lecturer in Literal Reading class in 14 meetings of the lecture. The activities included are the ones done by students during the period of learning and outside the period. The activities are expected to meet the characteristics of three phases of Self-regulated learning strategy; Forethought and Planning phase, Monitoring on Performance phase, and Reflection on Performance phase.

The observation took place at a private university in Semarang, Indonesia especially in a Literal Reading classroom in which the lecturer used Self-regulated learning strategy in the process of teaching and learning. The implementation needed to be observed since Self-regulated strategy requires to be supported by proper learning activities that refer to the characteristics of each phase.

2.3. *Instruments*

The observation journal is used to assess the implementation of SRL phases in meeting 1-14 of Literal Reading course classroom activities conducted by the lecturer. Therefore; there will be 14 sheets of the instruments filled in by the researcher.

The instruments used in the present study was developed based on the goals of each phase of Self-regulated learning strategy as explained in literature review.

Table 1. Instruments

No	SRL Phases	The Implementation	Note
1	The Forethought and Planning Phase	1. Students get the explanation about learning objectives	
		2. Students get the models/ examples about the assignment they will get	
		3. Students plan their learning activities	

No	SRL Phases	The Implementation	Note
		4. Students plan their time allotment for the learning activities	
2	The Performance and Monitoring Phase	1. Students create a learning journal	
		2. Students record the activities on journal	
		3. Students report the learning activities	
		4. Students discuss their journal with the lecturer	
		5. Students work in group	
		6. Students receive feedback from the lecturer	
3	The Reflection on Performance Phase	1. Students review the feedback in their journal	

After creating an instrument, a triangulation was applied to validate the instruments items. Data triangulation requires the data of a same event to be taken in different days, weeks, months, or years to reveal the similarities and differences. Investigator/ analyst triangulation requires other investigators, except the researcher, to observe the same data. Theory triangulation requires the implementation of different theories on a same set of data. Methodological triangulation is usually used to check the consistency of data gathered by different methods Fusch et al. (2018).

After the instrument was ready, getting permission from the lecturer was considered important in order to be present in the classroom to observe. The data were collected from the observation of learning activities conducted in 14 meetings of the lecture of Literal Reading course. Direct observation is employed in this study in order to cover the phenomena that need to be captured directly. According to Yin (2015, p.109), observation holds important role since it captures the case immediately though it is considered as time consuming. This method is accompanied by taking notes in the form of research journal. The data gathered from this method will be the primary data of the study.

Research journal in this study captures how each phase of Self-Regulated Learning strategy; Forethought and Planning, Performance Monitoring, and Reflection on Performance, is implemented in the lesson plan, the learning activities, and the instructions of Literal Reading course. As proposed by Hyers (2018, p.45), research journal can be presented by the names of narrative inquiry, narrative analysis and narratology used to explore the story taken from human experiences. In other study, the narrative in the journal is mentioned to be the research data presenting detailed information about behavior, events, cases and aspects of people's daily activities (Kabir, 2016, p.258). In a study conducted by Yi (2008), the data gathered from research journal are used to describe the results of the

investigation on teachers' perspectives in teaching. These data support the use of research journal in direct observation in qualitative research.

2.4. Data Analysis

The data gathered from the steps above will be analyzed with thematic analysis approach. In a study of Dawadi (2021), thematic analysis aims to organize and analyze the complex data systematically. This activity is aimed to interpret the narrative data by reading the data to identify the themes and transcribing the data to get findings.

Thematic analysis is mentioned to be flexible to identify, describe, and interpret themes which are relevant to the research issues. Since the data involved in present study are presented in narrative, it is considered suitable to employ thematic analysis approach.

The present study employed case study as the design of the study. As included in Somekh and Lewin (2005, p.139), observation research includes some approaches; structured observation, where the schedule of the research is prepared in advanced, unstructured observation, in which the observer sitting and taking notes from the back of the class, and participant observation where the observer also has role as the participant in the setting. This present study will take structured observation because the schedule is prepared beforehand and the researcher will only act as an observer.

3. Findings

3.1 The implementation of Forethought and Planning phase in learning activities of Literal Reading course

In this phase, lecturer assign learning activities for students based on the characteristics of the phase.

The first activity is involving students in learning objectives discussion which is conducted on every meeting. Repeating the learning objectives discussion is expected to remind students about the learning progress they have to achieve. The discussion can be conducted in various ways to prevent the boredom. Lecturer can ask one of students to lead the discussion or divide the class to some small groups.

The second activity is discussing an example or model given by the lecturer. Students are asked to observe the examples to get standard for their own performances. They work in small groups and discuss with their peers about the goal they have to achieve based on the examples. This activity is not assigned in every meeting since students can work with the same example for 2 or 3 times.

The third activity is planning learning activities. Considering the learning objectives, the time allotment, and the examples given by the lecturer, students are expected to be able to manage their time of learning based on their preferences to reach the goals that they have set before. They can plan their learning plans based on the models given by the lecturer and make their learning schedules to be able to meet their expectations. This includes the planning on how much time they spend to complete each task which later they state on the learning journal.

3.2 The implementation of Performance and Monitoring phase in learning activities of Literal Reading course

In this phase, students are assigned some activities to help them monitor their progress of learning. This phase is aimed to support students track their development of completing task including which parts they are good at and lack of.

First activity introduced is creating a learning journal. The journal consists of a table to help students monitor their learning activities, such as follow;

Table 2. Learning Journal

Date	Task	Target	Strategies	Time Allotment	Time Spent	Difficulties	Problem Solving

Table 3. Feedback Page

Date	Lecturer's Feedback	Student's Note

Students are required to record their activities of learning in the table above. Students need to describe the strategies they use in completing the tasks given. By recording the strategies, this will help students in choosing which one is suitable to solve difficulties found and how much time they spent in completing the tasks. The tasks are given in various types of activities including classroom activities or self-study activities completed at home. The

classroom activities are varied such as, working with groups to discuss texts to answer related questions, reporting the results to the lecturer, discussing with the lecturer and reporting and discussing the learning journal with the lecturer. The self-study activities at home are given in various forms to prevent students from getting bored including finding new vocabulary from text, finding the meaning of new vocabulary found, using new vocabulary in sentences, and summarizing a text.

The activities given in this phase to students are supported with the lecturer's roles as the facilitator and learning-assistant. Students can discuss their difficulties with the lecturer to get some help directly or indirectly. By reporting the learning journal to the lecturer, students can get feedback they can use in completing the upcoming tasks.

3.3 The implementation of Reflection on Performance phase in learning activities of Literal Reading course

In this phase, students need to make a note on their learning journal based on the feedback given by the lecturer. This note indicate how they accept the feedback and what they will do later based on the feedback.

4. Discussions

Giving students trust and chances to do the learning activities by themselves start from planning, conducting, monitoring, and evaluating is aimed to build students' self-efficacy. This will lead to having higher motivation that keeps them enthusiast to learn. This goes along with what stated by (Shehzad et al., 2019) that self-efficacy is proven to boost students' abilities in mastering English skill. By having self-efficacy and motivation, students will involve actively in the learning process by determining their ways of learning, and setting their targets. It is considered suitable with the criteria of the Forethought and Planning phase which expects students to be able to set their learning goals and arrange their strategies to reach the goal including how they will solve any difficulties during the process.

The findings presented are expected to support the previous studies conducted by Morshedian (2016), Hemmati et al. (2018), Eissa (2015), Sholich (2018), Li et al. (2018), Morshedian & Hemmati (2016), Nejabati (2015), Khodabandehlou et al. (2014) which implement Zimmerman's model of SRL strategy in teaching reading to improve students' ability. The findings give more insight on what kinds of learning activities should be assigned to students based on the principles of each phase of SRL to finally support students' ability in reading skill especially their independence in learning. Those previous studies did not mention explicitly by what chances the strategy eventually improve students' reading comprehension skill. Learning activities are considered important parts of learning strategy as the realization of the strategy's principles. By deciding to use a learning strategy, it is important for teachers or lecturers to later plan the students' activities in the classroom or outside the classroom. This is in line with what stated by Yabukoshi (2020) in the study that

self-regulated learning strategy is supported not only by classroom activities but also outside classroom activities to improve the metacognitive aspect of the learning process. This shows that a learning should be conducted by keeping students involved in the learning activities although they are not in the classroom. Giving them guidance to study independently at home is more likely to help them managing the process. Answering questions based on texts is not the only thing reading comprehension is about. Involving them in vocabulary enrichment is also considered important. The learning journal is also helpful for students since it helps them track their learning activities outside the classroom. Connecting the home-activities to the ones they have in the classroom with peers and the lecturer will help them to go through the non-stop learning process.

In Forethought and Planning phase, students were involved in the activity of exploring learning objectives and learning from examples given. These are expected to help students build their background knowledge and set their standard there. This goes along with the characteristics stated by Glynn (2016) where independent learners should be able to generate the initiation in learning.

In Monitoring on Performance phase, the activities of working together and have discussion with friends or the lecturer also met the criteria presented by the similar study where independent learners are able to work collaboratively with partners. The learning journal they made will help them track their own progress in learning so they can modify or change the learning strategies or behaviors when needed which become the other criteria mentioned. These also match with the ones mentioned by Mynard and Solfraten (2003) that independent learning skill involve the abilities to be self-reliant, make decision based on the learning, and connect their learning with real world. All the activities stated in the findings are mentioned to meet the characteristics of learning activities as stated by Meisuri (2014). They focus on language practice which are presented in simple form such as finding new words from text, filling the learning journal, or discussing with friends which all of those focus on students' cognitive aspect. The idea of putting them in teamwork or pair-work and small group discussion are also in line with the characteristic that learning activities are not always personalized. Students can learn from their peers' problems and how their friends solve the problems. The activities are also presented to students in the form of guided practice or guided activities which meet the other criteria of learning activities. While the activities also focus on reading skill as the one that is being learned by the students and the lecturers always controls it to keep it on track.

The findings of this study are also considered supporting the previous one proposed by Akan and Basar (2013). Involving students in learning activities will keep them interested and actively participating in learning process. In the present study, the activities of writing learning or having discussion with peers are mentioned to be appropriate to keep students active even when they are not in the classroom nor accompanied by the lecturer. These

activities also match with the criteria of Self-regulated learning itself especially in the Performance Monitoring phase which expect students to be able to monitor their performances, work with peers, discuss with the lecturer and get feedback from the lecturer. The continuous learning activities included by the lecturer in this study also support the findings proposed by Bala (2020) where students enjoy more outside classroom activities that are related to their process of language mastery.

The activities given to students also meet the ideas proposed by Aydin (2013). The outside classroom activities should support the language development. The findings of this study show that students work with the activities related to the course of Literal Reading even when they are home according to the learning objectives of the course. These are expected to contribute to students' process of being independent learners.

In Reflection on Performance phase, the activities given to students aimed to help them create their new learning phases by adjusting with the previous ones based on the feedback from the lecturer.

The findings also support the study by Meyer et al. (2008) since the activities given by the lecturer attempt to help students become independent learners who are able to acquire their comprehension in learning, motivate themselves, and collaborate with the lecturers and peers to create learning environment. During the observation, the lecturer put himself as the guide who made sure that students knew they were not working alone by providing structures in the learning process through learning journal supervision, discussion, and giving feedback.

The whole findings of the present study are giving insight on how self-regulated learning strategy is implemented in the learning activities. The highlight of the strategy is to help students build the independent learners characteristics to support them later in mastering language skill.

This study has limitation in terms of measuring the effectiveness of the learning activities in influencing students' reading comprehension ability. It may not support the academic achievement significantly but it helps students develop their independent learning skill.

5. Conclusions and Suggestions

The research results emphasize some points. To begin with, students agreed that peer feedback helps them to better learn and develop their competencies, especially in grouping. Furthermore, peer feedback helps students to get engaged with the learning process and to increase their self-regulation abilities. It is in line with Shute (2008) said that horizontal learning, motivation and implication make students more aware of their learning process and represent their arguments supporting the strong points of peer-feedback in order to make it positive and constructive (Shute 2008). In conclusion, the delivery of peer feedback must be taken into consideration as well. The comments or critics should be conveyed in a respectful, objective and constructive manner.

The implementation of Self-regulated learning in learning activities for students should be conducted thoroughly. This includes considering the criteria of each phase of the strategy and the criteria of good learning activities that support students in terms of being independent learners according to the criteria. Involving learning activities outside the classroom should also be mentioned as a good choice in order to keep students active in learning process and build their own independence in learning. The role of the lecturer in the process of building learning independence is presented in the form of providing guided activities for students. In Self-Regulated Learning strategy, the lecturer is expected to be students' assistant which help students to solve the difficulties or problems found during their independent learning activities. The role of peers in the strategy is also considered prominence since working with peers allows students to learn from other experiences and later it becomes their background knowledge that is useful in further learning. The findings of this study present the implementation of each phase of Self-Regulated Learning strategy in detailed way in hope to be implemented later in other courses to develop independence in learning in other English skills.

This study is considered limited in terms of presenting how the strategy influences the skill significantly. Future researches are expected to work on how effective is the strategy in terms of improving reading comprehension skill.

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