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DWELLING INTO THE REALM OF SELF-REGULATED LEARNING WITHIN STUDENTS STORIES IN EXTENSIVE READING ACTIVITIES

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Abstract

This research aimed to discover students' choice of actions of self-regulated learning in doing Extensive Reading (ER) activities. It also attempted to describe students' experiences from their perspective on their self-regulated learning capability. Three students in English Education Department aged early 20s who had finished their ER course were interviewed, and their narratives were taken as the data of the research. Their stories were garnered to provide insights on how they regulated themselves in the ER activities and how they perceiveed their the experiences. The findings of this study showed that students with different levels of self-regulated learning capability chose different actions in response to the ER activities. Overlaps and development of action choices could occur among students despite their unique and different self-regulated learning capabilities. The last phase of self-regulated learning also had crucial effects on the students' self-regulated learning capability.

Keywords: Extensive Reading, Students' Experience, Self-regulated Learning

INTRODUCTION

In the early days of self-regulation research, self-regulation was conducted to alter dysfunctional behaviors on participants such as addiction, aggression, and other behavioral problems. Much early self-regulation research is therapeutic. Researchers now apply self-regulatory principles to academic studying and other forms of learning, such as social and motor skills (Boekaerts, Pintrich, & Zeidner, 2000; Zimmerman & Schunk, 2001). Self-

regulatory models are distinctive since it takes students' perspective as a learner to understand academic studying. These self-beliefs are assumed to both affect students' proactive effort to regulate learning activities and be affected due to the result of those efforts (Zimmerman, 1989). Self-regulation learning theory focuses on how students personally activate, alter, and sustain their learning practices in a specific context (Zimmerman, 1986). In the context of Extensive Reading, self-regulated learning is expected to increase students' competency while students are learning on their initiatives. The result of the Program for International Student Assessment (PISA) survey conducted by the Organization for Economic Co-operation and Development (OECD) in 2018, which assesses 15-year-old students internationally in the performance of reading, mathematics, and science, shows Indonesia scored lower than the OECD average in all aspects. It is also mentioned that Indonesia has participated in PISA since 2001 and reach its peak reading performance in 2009. However, in 2018, Indonesia has fallen back to its 2001 level on reading.

This research takes the current issue into the spotlight and attempts to explore students' capability in self-regulated learning within Extensive Reading activities. This research focuses on scrutinizing students' actions in regulating themselves in Extensive Reading activities. Students' chosen actions in the learning process are described through the self-regulated learning theory to present the thought process of the students in conducting self-regulated learning. Furthermore, this research takes account of students' perspectives to capture their experience on the matter of self-regulated learning in Extensive Reading. The description of students' experience in correspondence to the self-regulated learning process is expected to provide further insights into the development of self-regulated learning.

The amount of previous studies discussing this topic is numerous. Most of them touch on similar discourse discussed by this research. Nakata (2019), by doing peer interviews, reveal that students' with planned prospective teaching careers had recent memory of their experience of language learning and are better at reflecting and interpreting meaning in learning. Xiao and Yang

(2019) investigate formative assessment that supports students' self-regulatory capacity. Xiao and Yang (2019) show that under the guidance of the teachers, the students are engaged proactively and appear to be self-regulated learners. Ter Beek (2019) aims to determine the effect of cognitive and metacognitive supporting a digital learning environment on secondary students' expository history text comprehension, SRL, reading strategy awareness, and motivation. In Zeng et al. (2018), the structural connection between students' motivation to learn English and their online self-regulation is presented as the main discussion. The result shows the students who have a positive image of their future language learning are more successful in developing their self-regulatory capacity. In contrast, students who learn English to avoid bad academic results tend to be less motivated to develop their capacity for self-regulated learning. Skibbe (2018) focuses on four areas of language and literacy, which are reading comprehension, decoding skills, phonological awareness, and vocabulary mastery. Skibbe (2018) measures both the areas of language and literacy and self-regulation. Wolters, Won & Hussain (2017) investigated whether or not college students' academic time management could be used to understand their engagement in traditional and active forms of procrastination within a model of self-regulated learning. This research concludes that academic time management is a key aspect of self-regulated learning and, as such, it can be utilized to understand the extent to which college students procrastinate when doing their academic work. Time management is one of the aspects of the performance phase in Zimmerman's (2000) self-regulated learning cycle. Panadero (2017) examines the effect of self-assessment on students' self-regulated learning and self-efficacy. This study finds that self-assessment interventions have a positive influence on students' self-regulated learning strategies and self-efficacy. In 2017, Modrek et al. conducted two studies that are meant to examine two kinds of self-regulation, cognitive regulation, and behavioral regulation, as predictors of individual differences in middle school students' inquiry learning performance. The second study's outcome is consistent with the first. Cognitive control seems to apply more than the regulation of behavior. The findings show that cognitive regulation does predict learning, although it

does not significantly predict learning achievement. Meanwhile, behavior regulation does not predict learning.

However, the rarity of studies in which self-regulated learning is scrutinized within the context of Extensive Reading activities further motivates the writer of this research to discover the answers to the proposed research questions. Despite the abundance of literary sources which explain the concept and the process of how self-regulated learning is used in a learning context, the amount of sources discussing the self-regulated learning process, specifically in Extensive Reading activities, is quite rare. Studying the implementation of self-regulated learning from the students' stories of self-regulating in Extensive Reading activities helps English language educators understand how the students might process the lesson taught in the past, and it helps them to plan further learning activities. For the students, understanding others' stories of the same experience they might have experienced opens the possibility of academic improvement. It also helps them to acknowledge the dynamic nature of the learning process. This research aims to explore how self-regulation impacts students' actions within the phases of self-regulated learning in learning Extensive Reading. Additionally, this research also aims to explain the process of self-regulated learning within the context of Extensive Reading activities based on how students describe their experience. Grabe and Stoller (2002) stated Extensive Reading is a form of reading activity in which the learners read a large number of written materials within their linguistic competence. Day and Bamford (1998) have argued that Extensive Reading promotes positive attitudes toward reading.

With the presence of Extensive Reading activities in the English Education Department, students are required to be able to regulate themselves to maximize their potential in learning. Zimmerman (2000) stated that learning in a self-regulated fashion is viewed as an activity that students do for themselves in a *proactive* way rather than as a covert event that happens to them in reaction to teaching. Self-regulation refers to self-generated thoughts, feelings, and behaviors that are oriented toward attaining goals. Self-regulation is not an all-or-none phenomenon, but it is the level

of students' activeness in their learning metacognitive, motivationally, and behaviorally (Zimmerman, 1986). The core of self-regulation is the students' choice and control. Students cannot be learning using their self-regulation if there is no available choice of learning and the opportunity to control essential dimensions of learning (Zimmerman, 1994). This study proposes to seek deeper the meaning of self-regulated learning in Extensive Reading activities from the students' perspective. Thus, this study proposes the research question "How does students' self-regulation capability in Extensive Reading activities affect students' process of regulating their language learning?"

LITERATURE REVIEW

Self-regulated Learning Theories

Self-regulation is self-generated thoughts, feelings, and behaviors that are oriented toward achieving goals (Zimmerman, 2000). Self-regulation is not a mental ability or an academic performance skill; rather, it is the self-directive process by which learners transform their mental abilities into academic skills. Learning is put into a perspective where students do active learning for themselves in a voluntary way rather than as a response to teaching. Self-regulation includes self-generated thoughts, feelings, and behaviors that are intended to achieve goals. Self-regulated learning consists of three phases which cycle along with students' learning process.

The forethought phase is split into two major classes. The first one is task analysis involving goal setting and strategic planning, together with such self-motivational beliefs as self-efficacy, outcome expectancies, task interest (with an appreciation of its value), and goal orientation (Zimmerman, 2011, pp. 56–57). This is the stage in which students whose self-regulation levels are high make study plans with high self-efficacy, paying more attention to learning goals than to outcomes and keeping specific hierarchical step-by-step goals in mind. Naïve self-regulators, on the other hand, have nonspecific distal goals and work with low

self-efficacy. They are more attentive to performance outcomes such as test scores than to the learning itself.

The performance phase, which encapsulates self-control, subsumes task strategies, volition strategies, self-instruction, imagery, time management, environmental structuring, help-seeking, interest enhancement, and self-consequence, and also the self-observation that corresponds to metacognitive monitoring and self-recording (Zimmerman, 2011). In the performance phase, naïve self-regulators who did not arrange plans focused on studying and often consider immediate outcomes in learning such as test scores are most urgent are likely to employ self-handicapping strategies in their learning. They will undervalue their abilities, avoid challenges and give up on tasks too easily. These naïve self-regulators may also make poor use of help: they may ask for it when it is not necessary (non-adaptive help-seeking) or may fail to ask for it even when it is needed. In contrast, skillful self-regulators (who focus on performance and the learning process) have a clearer image of their learning and manage things differently, asking the right people for appropriate help so that they can become even better self-regulators.

Self-reflection, which is the final phase that includes self-judgment, is where an individual self-evaluates his/her learning performance and makes causal attributions to the outcomes, as well as self-reaction – feeling disappointment or exhilaration at achievement and or having adaptive/defensive strategies. In the self-reflective phase, naïve self-regulators (who avoid self-evaluation) who tend to refrain from self-evaluation react to outcomes negatively, thus affecting their self-confidence, while skillful self-regulators react to outcomes positively, crediting them to the strategies they have arranged and done, regardless of the outcomes.

Another self-regulated learning theory is proposed by Pintrich (2000; 2004), a theoretical framework based on the socio-cognitive perspective to classify and analyze different processes which, according to scientific literature, are involved in self-regulated learning and personal, contextual, and social condition

that sustain it. The theoretical framework by Pintrich is included in the table below.

Phases	Cognition	Motivation/Affect	Behavior	Context
Forethought Planning and activation	Target goal setting Prior content knowledge activation Metacognitive knowledge activation	Goal orientation adoption Efficacy judgments Ease of Learning judgments Perceptions of task difficulty Task value activation Interest activation	Time and effort planning Planning for self-observations of behavior	Perceptions of task Perceptions of context
Monitoring	Metacognitive awareness and monitoring of cognition	Awareness and monitoring of motivation and effect	Awareness and monitoring of effort, time use, need for help Self-observation of behavior	Monitoring changing task and context conditions
Control	Selection and adaptation of cognitive strategies for learning and thinking	Selection and adaptation of strategies for managing motivation and affect	Increase/decrease effort Persist, give up help-seeking behavior	Change or renegotiate task Change or leave the context

Reaction and reflection	Cognitive judgments Attributions	Affective reactions Attributions	Choice behavior	Evaluation of task Evaluation of context

Table 1. Pintrich's Area for Regulation

In this table, as can be observed, the regulator processes are organized into four phases: planning, monitoring, control, and reaction and reflection. Additionally, within each one of these, self-regulation activities are carried out in four areas: cognitive, motivational/motivational, behavioral, and contextual.

Characteristics of Skilled Self-regulated Learners

To recognize whether or not students have developed their self-regulated learning, they need to be able to distinguish themselves in the characteristics of self-regulated learners. Generally, studies showcase the following characteristics that set apart students that are capable of self-regulation from those who are not. (Corno, 2001; Weinstein, Husman and Dierking, 2000; Zimmerman, 2002).

a. They know how to utilize a variety of cognitive strategies (rehearsal, elaboration, and organization) that help them to process, elaborate, and keep information.
b. They can plan, supervise, and direct their mental processes towards attaining their personal goals (metacognition).
c. They show adaptive motivational beliefs and emotions such as a high sense of academic efficacy, adoption of learning objectives, development of positive emotions to tasks (enjoyment, satisfaction, enthusiasm) as well as ability to control and change them.
d. They plan and control the time and effort to be used in the tasks. They know how to create and structure a favorable learning environment (appropriate place to study and help-seeking from teachers and colleagues when they are in need).

e. If the context so permits, they participate in the choice, control, and regulation of aspects related to academic tasks, climate, and structure of the class.
f. They set up different volitional strategies aimed at avoiding external and internal distractions to maintain their concentration, effort, and motivation while performing academic tasks.

Pintrich (1995) proposed four examples of self-regulated learners to improve their understanding of the characteristics. The following examples describe both students who are excellent in self-regulated learning and those who do not.

a. Students who are keeping up with assignments. These students are described as organized, having a schedule to track their work, able to recover learning materials from the classes they miss, able to seek assistance, able to keep track of their assignments.
b. Students whose attention wanders. Students in this example often do not monitor their understanding of the passages that they are reading, are struggling to maintain a continuous rhythm of reading or studying, and show little reflection upon being dissatisfied by the result of their studying.
c. Students who doubt their ability. These students consider themselves to be less competent than they are. They doubt themselves despite their assignments usually show good results. Their self-doubts are amplified when encountering other good students, causing them to compare themselves.
d. Students who plan ahead. These students are similar to students who are keeping up with assignments organizing themselves. They pay a greater amount of attention in class and make notes. The distinguishing part of these students is that they figure out future materials and tests in class before the actual date. Then, they adjust their studying manner to suit the needed condition.

These examples show how students regulate three dimensions of self-regulated learning: observable behavior,

motivation and affect, and cognition (Pintrich, 1995). There are three characteristics or components that function concerning these dimensions. First, self-regulated learners show attempts of controlling their behavior, motivation and affect, and cognition to fit the demands of the situation, in this case, the classes or courses in which they enroll. Second, self-regulated learners show goals they attempt to accomplish. The goal provides students with standards that they can use to judge their performance then make suitable changes. The third component is the individual students themselves. Changes that are made by the students are not always based on their initiatives. Changes that are made because of teachers' requirements are not considered as a result of self-regulated learning. In short, self-regulated learning involves the active, goal-directed, self-control behavior and cognition for academic tasks by individual students (Pintrich, 1995).

RESEARCH METHOD

Research Design

The design taken to conduct this research is narrative inquiry. Barkhuizen, Benson, & Chik (2014) argue that narrative inquiry is research that takes stories of its participants and considers them as data. The data taken by this research is focused on students' actions in demonstrating their self-regulation capability and their experience in self-regulating themselves in Extensive Reading activities. This study intends to take data from the participants in the form of their answers to interviews.

Participants

The participants of this study are English Education students of a university in Indonesia who have experienced an Extensive Reading class in the fifth semester of their study. All of the participants have the experience of studying English in the English Education Department of the mentioned university for about two years and six months. The students consist of two female students and one male student who is in their early 20s.

These students performed self-regulated learning cycles in their Extensive Reading activities. This context of Extensive Reading activities provided a platform for the students to demonstrate their self-regulation. All of the students who are the participants in this research had never experienced Extensive Reading class before what they elaborated to the researcher in the interview. The students underwent the class for a semester at the same time, although their experiences might differ.

Data Collection

The data of the research is gained by interviewing the participants with questions that inquire about their self-regulated capability and experiences in demonstrating it. It includes students' experience in Extensive Reading activities and what they have gone through during and outside class, their mental processes in planning to learn, and also their self-reflection during class and after completing it. The interview includes the indicators of each aspect in each phase of the self-regulation learning cycle. The narratives taken from the stories of the students are collected as the data of this research.

Data Analysis

Thematic analysis is used in qualitative research and focuses on examining themes or patterns of meaning within data. According to Braun and Clarke (2006), this method can emphasize both organization and detailed description of the data set and theoretically informed interpretation of meaning. The thematic analysis consists of several phases, which are:

a. Familiarizing self with the data, this phase consists of reading the research data over and over to familiarize the researcher with their raw data. The repeated reading of the data is supposed to immerse the researcher in the data they had collected and to find meaning and patterns.

b. Generating initial codes. The second phase involves the production of initial codes from the data. It is best performed when the researcher is already familiarized with the data by

either performing repeated reading, making the data transcript, or both. Codes identify as a prominent feature that can be semantic content or latent. The codes may appear interesting to the analyst and refer to the most basic element of raw data which can be assessed.

c. Searching for themes. This phase refocuses the researcher to look at the data back in a broader perspective. With the codes in hand, the researcher can begin to group certain relevant codes into potential themes. In this phase, the difference in each code is considered to form an overarching theme. The themes that are formed in this phase then become candidate themes.

d. Reviewing themes. The candidate themes that have been gathered then reviewed. The researcher may or may not find all of the candidate themes to be valid themes depending on the strength of the data supporting each theme. This phase includes two stages of reviewing. At the first stage, the researcher should consider the candidate themes if they form a coherent pattern. Then, the next stage requires the researcher to consider the validity of individual theme in relation to the data set and also consider if the themes reflect the meaning apparent in the data as a whole.

e. Defining and naming themes. This phase involves defining and refining the themes which will be presented in the data analysis. The essence of each theme should be identified clearly in this phase. Ideally, a theme should not be too diverse, too complex, or too broad. If the researcher can define the theme clearly in this phase, then the themes are considered to be adequately refined.

f. Producing the report. In this phase, the researcher has fully worked out themes and involves the final analysis, and begins to write the report. The report should cover sufficient evidence of the themes in the data.

FINDINGS AND DISCUSSION

This study finds that students' self-regulated capability affects students' choice of action in learning in multiple aspects. By using the aspects within each self-regulated learning phase as indicators, this study finds a variety of actions the students had taken during the Extensive Reading activities. This study is limited in several aspects which can be further researched in the future. First, this study only involves students and their experience in Extensive Reading while not involving interactions with other students. Second, this study does not determine the value of self-regulated capability compared with each student.

In the forethought phase, student A was able to do task analysis by immediately picking topics of interest for their reading activities and planning their Extensive Reading activities prior to entering the Extensive Reading course. Student B stated they were more appealed to wait for instructions from the lectures when initiating the Extensive Reading activities. Student B's strategy in facing the tasks given tends to be dependent on the lecturer, and they stated they often do the task close to the deadline given. Student C, in the process of the Extensive Reading course, had a negative attitude toward the course. However, after they finished the course, student C took the initiative to make their own Extensive Reading activities. Student C arranged a weekly reading plan to accommodate their activities and then filled it with reading materials suitable to their topics of interest and their desired difficulty.

"At the beginning of the semester, when I was deciding which courses to take, I took caution of what materials would appear in the extensive reading course."

(8/8/2020-Student A-Interview 1)

"I did not make any reading schedule. However, I make preparation for the course on the previous night."

(10/8/2020-Student B- Interview 1)

"I made my reading plan after the extensive reading course itself was over. I thought my grade was lacking, so there is an urge to improve myself in extensive reading."

(15/8/2020-Student C-Interview 1)

This study indicates students with high self-regulation capability tended to prepare more at the beginning of learning activities, such as arranging a learning plan, in this case, a reading plan for the Extensive Reading activities. Student A and C prepared for their reading activities, although they did it at different times. Student A prepared their reading plan before the course, while student C prepared theirs after the course. It was because student C made their own Extensive Reading activities outside the course due to their desire to improve their reading capability after seeing their Extensive Reading course result. However, student B, with relatively low self-regulation capability, opted to stick with the lecturer's instructions.

Student A was able to set and put their goals of reading activities into their reading plan and come out relatively more prepared than their peers. Therefore, student A experienced Extensive Reading more confidently. Student B stated they have good confidence in facing the course, although they admit to being hindered by a few certain tasks despite having little to no self-made preparation in the Extensive Reading activities. Student C, however, stated that they had a low level of confidence in Extensive Reading initially and need time to adjust their attitude toward the activities despite having their reading activities planned out. Students with firmer self-motivational beliefs tend to be more rounded in choosing specific objectives, selecting strategies, and conducting self-evaluation (Zheng, 2018). Moreover, self-regulation in cognitive aspects affects students' performance more significantly (Modrek et al., 2017).

"The reading plan that I made was not written, but it was pictured in my head. It consisted of materials that I would read. I picked the materials based on my interest. Particularly, I picked

books and other passages which resonated with me and received my empathy."

(8/8/2020-Student A-Interview 1)

"I read the materials which were given by the lecturer. Mostly, I read them on the night before the course."

(10/8/2020-Student B- Interview 1)

"I arranged my schedule on certain days in a week. On Monday, I would read academic articles which related to my thesis. On Tuesday, I read interesting books to entertain myself. On Friday, I mostly picked random passages to practice reading aloud."

(15/8/2020-Student C-Interview 1)

Students carry different levels of confidence throughout the Extensive Reading course. Self-motivational belief is one of the strongest predictors of students' performance in self-regulated learning (Zheng, 2018). Those with higher self-regulation capability, such as student A, tended to show high confidence in doing their reading activities. However, it does not mean it could not be otherwise. Student B showed relatively high confidence despite stated some assignments might hinder them. Moreover, motivational beliefs also contribute to students' ability to meet a deadline, improved ability to work under pressure, and increased satisfaction received by the students when finishing tasks (Wolters, Won & Hussain, 2017). On the other hand, student C stated they did not have high confidence even when facing their own Extensive Reading activities, possibly due to their negative perception of the course.

Student A expected themselves to increase their interest in reading. On the other hand, student B initially only expect to finish the course. However, they indicated to grow to be interested throughout the course and gradually seek topics of their interest by themselves. Student C arranged their independent reading activities

on an expectation to form a habit of reading. Student C increased their willingness to read by seeking easier level reading passages and the desired amount of topic variety. Students with positive attitudes usually are more tend to engage themselves in doing learning tasks compared to their counterparts (Zheng, 2018). Every student comes with their unique expectations of the course. However, students with higher self-regulation capability are often inclined to improve their performance in reading activities. On the other hand, students with lower self-regulation capability tend to set their objective merely to finish the course.

Consequently, the student stated they also made frequent changes to the topics of interest to be put in their reading plan, including taking topics suggestions from peers. Student A, throughout the course, maintained the mindset of seeking enjoyment in the activities. Student A's orientation in doing their Extensive Reading activities was to enjoy the course itself. Student B stated that at the beginning of the course, they only oriented to pass the course as an obligation to graduate. However, student B stated that they gradually shifted their interest towards Extensive Reading activities as they found reading materials which caught their curiosity. In the Extensive Reading course, student C stated they only the orientation to finish the course. However, upon receiving the result of the course, student C thought that they could improve their performance in Extensive Reading.

The fact that the lecturer in the Extensive Reading class gave freedom to the students might increase their interest in reading. Students' feeling of autonomy is stimulated when they are given the authority to decide which reading task to perform (ter Beek et al., 2018). Thus, they conducted their own reading activities in an attempt to achieve better academic performance in Extensive Reading. Students with a deeper interest in English cultural products tend to manage their learning better and evaluate their learning more frequently (Zheng, 2018). Students with different levels of self-regulation capability would most likely have a different orientation in learning. Students with higher self-regulation capability could choose to internalize the learning activity or to learn for the sake of learning itself. Additionally,

students could also opt to be oriented to academic achievement. On the other hand, students with lower self-regulation capability tend to choose obligation orientation.

"I felt sure I could finish any assignment in the course. I felt confident because the lecturer also gave freedom in choosing the reading materials to the students."

(8/8/2020-Student A-Interview 1)

"Some of the assignments were intimidating, but mostly I was confident that I could finish the assignments. For example, I did not feel high confidence in finishing the material on the gist of the novel. To me, the material was dragging too long, and I did not enjoy it if the material was excessive."

(10/8/2020-Student B- Interview 1)

"Honestly, I was not sure of myself. Moreover, my motivation to read was low. My mood was also majorly influenced my motivation on reading even though I had a reading schedule."

(15/8/2020-Student C-Interview 1)

Student A took a strategized approach in learning Extensive Reading by providing themselves with a reading schedule even though without a written form of it. Their imagery helped them in picturing their plans throughout the reading activities, such as what books to read next or what topics they would plan on learning. During the process of the Extensive Reading activities, student B preferred to opt to follow the instructions when provided as the strategy facing the course and tasks without employing any other method or utilizing their imagery. In strategizing their Extensive Reading activities, student C prioritized easier reading passages rather than the more difficult ones and arranged them in their weekly reading schedule according to the topics.

Students had a different approach to strategizing their Extensive Reading activities. However, students with higher self-regulation capability tended to make plans before doing their activities and were able to use their imagery in doing so. On the other hand, students with lower self-regulation capability stated

that they benefit from having plans and instructions provided for them. Employment of different methods to tackle personal challenges also varies, such as scheduling Extensive Reading activities, prioritizing certain reading materials, and picturing Extensive Reading activities.

In managing their motivation and their willingness to take actions related to their tasks and reading activities in Extensive Reading, student A stated that they actually were not keen on reading short stories or novels. However, they stated picturing their reading plan was helpful to map their preferred reading topics. Student B felt more comfortable receiving instructions instead of initiating one. They stated they preferred following instructions because they felt discouraged when initiating their activities, such as seeking reading material, and ended up with materials which were too broad. Student C was aware of their effort to improve their reading capability. Moreover, they voluntarily initiated their effort and planned to be doing it in a long-term activity. They were aware that they need a supportive environment to do their reading activities, which they described as quiet and calm. However, if they could not find this situation, it would disturb their willingness to continue their reading activities. Students who initiated their own actions in Extensive Reading activities were comfortable with planning, making, and executing their Extensive Reading activities. Students with less willingness to initiate learning actions opted to seek instructions. Managing motivation and determining volition strategies play a role in self-regulated learning as a means of self-control.

Student A found themselves to be initiative in doing their actions in the course and was able to do it without external intervention. Student B was actively pushing away the notion of making their own independent reading activity plan which requires them to imagine the necessity to do so. Thus, they preferred to follow instructions. Student C stated that they began to learn to instruct themselves in the independent reading activities because they have their personal reason to do so. The emphasis on deep and individualized learning has been increasing to enable the students to learn their objective and their need in learning with

necessary tools (Modrek et al., 2017). Students with higher self-regulation capability tended to initiate their actions in Extensive Reading activities and were able to make instructions for themselves. On the other hand, students with less self-regulation capability did not actively instruct themselves in Extensive Reading activities, even placing negative perception in doing so.

"Yes, I did make my reading schedule as my own initiative. Hence, I was more eager to read."

(8/8/2020-Student A-Interview 1)

"I am actually accustomed to not have a plan for learning. I felt it was difficult to determine my own plan. I preferred to follow instructions given by the lecturers. Therefore, I was able to go with the class' flow."

(10/8/2020-Student B- Interview 1)

"Yes, I arranged my reading plan voluntarily. I had a reason to make my own reading plan."

(15/8/2020-Student C-Interview 1)

Student A stated that they were able to manage their time well to provide them with sufficient reading time and not become overwhelmed with the reading activities. Student A was able to make a suitable environment for them to conduct their reading. On the other hand, to determine when to do their reading activities and tasks, student B relied on the schedule of the Extensive Reading course. Despite their heavy reliance on external instructions, student B was able to acknowledge when they need assistance, whether it was required from peers or the lecturer. Student C had a written form of their schedule and was discipline at following it by putting a high emphasis on their academic and reading capability improvement. Students who report higher time management generally express great motivational beliefs and adaptive strategies (Wolters, Won & Hussain, 2017). In managing their time, self-regulation capability seemed to influence students to make more thorough planning and schedule. Meanwhile, those who opted not

to plan their time mostly follow the set schedule by the department.

Student A rarely sought assistance from the lecturer or peers. They stated that because they were mostly able to do tasks and reading activities independently. Student B was able to acknowledge the time they need assistance, whether it is from the lecturer or peers in class. Similar to student B, student C asked for help from their peers to understand the gist of their current reading materials. Additionally, student C also utilized this opportunity to ask for suggestions for reading materials. Feedback enables students to improve in developing their understanding, self-reflecting, planning, seeking information, and conducting remedial learning activities (Xiao & Yang, 2019). In seeking assistance, students with lower self-regulation capability seemed to be more prominent in recognizing where and when to call for help from their peers, even up acknowledging the certain parts of reading that they did not understand. Students who possibly need more experience in self-evaluation indeed depend on feedback from others (Nakata, 2019). Meanwhile, students with higher self-regulation capability tended to work individually even though they did not close their options to seek help externally.

"No, I did the extensive reading activities independently because from what I know, extensive reading is for enjoyment, and each person has their preference."

(8/8/2020-Student A-Interview 1)

"Yes, especially in doing assignments. I asked help from friends to receive their perspectives on reading materials, and then I would combine their answer with my own opinion."

(10/8/2020-Student B- Interview 1)

"I often asked my peers for reading materials recommendation. Additionally, I also seek discussions about the content of the books we were reading, such as the plot or the story within the books."

(15/8/2020-Student C-Interview 1)

During the Extensive Reading activities, student A often switched topics to increase their variation in vocabulary that in turn brought their interest in the reading activities up. On the other hand, throughout the Extensive Reading course, student B stated they noticed an increasing interest in Extensive Reading after having met the material discussing poems. Student B showed awareness of the consequences of their actions by remarking their effort to finish their tasks and conduct their reading activities. Student C stated that during their Extensive Reading activities, they noticed the benefit it brought in developing reading competence. Aside from that, student C was interested in reading despite still occasionally felt that their overall mood hindered them away from it. All students, despite their differences in self-regulation capability, seemed to notice their increased interest in Extensive Reading activities, whether it is from their deliberate actions to increase their interest or else. Students' interest in Extensive Reading is proved to be improvable despite students' initial attitude toward the activities.

Student A was aware of the effect of their actions and therefore deliberately designed their Extensive Reading performance to be desirable to them. Although student B mentioned that they deliberately did self-regulate themselves, student B was able to picture the difficulty that might occur if they decided to study outside their preferred style. Student C stated that their reason to improve their reading competence might encourage them to push themselves and do their independent Extensive Reading activities without much external motivation while at the same time still experienced enjoyment out of it. Students with all levels of self-regulation capability can recognize their chosen actions in the Extensive Reading activities.

To make sure they maintain constant performance during the Extensive Reading course, Student A monitors their actions in their reading activities, even up to monitoring their motivation. However, student A seemed to be not putting a big emphasis on this aspect due to their existing enjoyment of the course and the activities. Student B stated that they met challenges in maintaining discipline and often felt stuck on the course. Student B stated that they faced obstacles if they had not received clear instructions. Student C stated that they were able to monitor themselves throughout their Extensive Reading activities assisted by their reading schedule. Aside from that, student C reminded themselves of their goal to improve their reading competence. Despite having the determination to read, student C stated that they met difficulties in following the Extensive Reading course because they did not have the habit of reading English texts. Nevertheless, student C actually felt eased when the Extensive Reading course ended, and then they conduct their own Extensive Reading activities. In monitoring their actions, students with higher self-regulation capability seemingly did not put much emphasis on this aspect, although not stating any difficulties in monitoring their learning actions. However, students with lower self-regulated capability did not either even stated that they had difficulties in doing so.

In order to keep track of their reading, student A stated they gathered their reading materials before reading. They were also able to notice the positive impact of their managed actions in reading activities toward their learning process in the Extensive Reading course. They also noticed a shift in their perspective toward reading activities in general. Student A stated that they realized reading is not always supposed to be a serious activity. It can be an enjoyable activity also. Student B stated that they noticed an improvement in their reading performance, particularly in vocabulary mastery. They stated that it was achieved by making notes of new vocabularies met in each text they had read and kept looking for new reading materials if one has been finished. Student C stated that in their Extensive Reading activities, they stayed focused on their objective to improve their reading competence and increase their intensity of

reading. Besides, they had their reading schedule and also experimented with different kinds of texts, and they were able to notice improvement. Most students in Extensive Reading activities noticed their progress in reading performance while recording their Extensive Reading activities. However, students with higher self-regulation capability were able to notice not only their performance but also shifts in their perception towards the activities.

"In my opinion, I was quite disciplined in arranging and following my own extensive reading schedule. With my schedule, I was able to provide more time to read for myself."

(8/8/2020-Student A-Interview 1)

"I actually faced difficulties in disciplining myself because I was easily distracted, and I often felt stuck. For instance, I did not feel satisfied when I once tried to look for reading materials on my own. That is why I prefer instructions. Additionally, I tend to delay my studies if I did not find a suitable environment. At these times, I needed detailed instructions to discipline and direct myself."

(10/8/2020-Student B- Interview 1)

"I think I could due to my reading plan. As long as I stick to it, I think I could discipline myself well."

(15/8/2020-Student C-Interview 1)

Student A stated that at the end of the course, they looked upon their performance in the Extensive Reading activities and found that they did not meet any significant obstacles. They also felt pleasure in the activities overall and regard the activities as a positive experience. Student B stated that even though they were able to follow and enjoy the course of Extensive Reading, the assignments became a certain challenge for them in finishing the course. Student C stated that they noticed their significant performance in Extensive Reading while having a more suitable reading plan and activities for them. Compared to the time they were on the Extensive Reading course during the semester, they

felt more comfortable in their own reading activities and even stated that they wished they had planned it since the course was still ongoing. Students with a background of studying education are very reflective in connecting their self-analysis with self-regulated learning theories (Nakata, 2019). Students with higher self-regulation capability tended to show little or no negative experiences or mistakes that occurred in the Extensive Reading activities. Instead, they stated that the learning experience was enjoyable and without any significant hurdle. On the other hand, other students were able to point out which part that they deemed to need evaluation. In this case, educators' roles can be widened by sharing with their students the responsibility of managing assessment and learning through the use of feedback (Xiao & Yang, 2019).

Student A pointed out that their preparation in the Extensive Reading course gave them benefits in the learning process and stated it as a factor of their good performance in the course. Student B stated that they were able to enjoy their Extensive Reading activities in the Extensive Reading course due to their approach to learning Extensive Reading. Despite this statement, student B still put the assignments given in the Extensive Reading activities to be difficult. Therefore, they needed more time and effort to be able to finish it. Student C pointed out that they were facing difficulties in learning Extensive Reading in the class due to the lack of a reading plan. They realized it after they developed their reading activity independently. Students with higher self-regulation capability with more satisfactory Extensive Reading course experience tended to state that the cause for their achievement. Additionally, they credit their good result for their actions. On the other hand, students with lower self-regulation capability stated their problems and challenges in doing the Extensive Reading course.

"The learning plan that I established had a positive impact on my learning activities. With that plan, my learning process was easier, and I felt assisted throughout the lesson."

(8/8/2020-Student A-Interview 1)

"According to me, I think I can enjoy the Extensive Reading with the way I did it in the fifth semester. Even though the assignments were a bit difficult, so I needed more effort by doing side activities to relieve the burden that I felt."

(10/8/2020-Student B- Interview 1)

"I wish I had implemented the reading plan that I made during the Extensive Reading class. Therefore, I could get a better grade and experience Extensive Reading as a more enjoyable course."

(15/8/2020-Student C-Interview 1)

Student A stated that when they faced a challenge such as feeling bored or stuck, they often seek a shorter version of their reading, such as the synopsis or review. Therefore, providing them with a more simplified version of their reading and help them to understand it. In facing challenges, student B took a step back and tried to make or find a suitable environment to read. Additionally, student B also stated to add side activities to accompany their reading, such as listening to music and bringing snacks to avoid boredom. In this instance, student B showed an adaptive strategy in facing challenges in Extensive Reading activities. Student C stated that they put their reading materials with the appropriate difficulties that they deemed suitable for them. In addition, they also put reading materials which provoke their interest the most. Therefore, they adapt their reading materials to themselves. Students with various self-regulation capabilities showed varied actions in adapting to the challenges in the Extensive Reading activities. Students with higher self-regulation capability only attribute the challenges to be sourced within themselves, while the students with lower self-regulation capability also attribute it to other external factors. However, overlaps are possible such as student C's response.

Student A stated that they could finish the Extensive Reading course well. The course had become one of their favorite courses in the semester. Their statement expressed the feeling of

exhilaration in Extensive Reading. Student B felt satisfied with their result in the Extensive Reading course and felt that their capability in reading was adequate after finishing the course. Student C stated that they notice improvements in their reading capability even though they were eager to improve more. Also, they stated that they wish they had implemented their own reading plan and activities while doing the Extensive Reading course and showed regret for not doing so. Students with higher self-regulated capability seemed to be varied in showing their expression towards the result of their Extensive Reading activities. Some students stated that their activities were going well and were satisfied with it, while the other students might feel regret in some things that they stated they could have done. However, students with lower self-regulation capability showed only satisfaction, especially when the result was as they expected. Each student has a different approach to learning, and thus it makes the educators' role become important in providing feedback and monitoring each student (Nakata, 2019).

"I think I could follow the course well. Among the many courses in the semester, Extensive Reading had become the most enjoyable to me."

(8/8/2020-Student A-Interview 1)

"I felt satisfied enough with it, and I was satisfied that I could understand various kinds of reading materials."

(10/8/2020-Student B- Interview 1)

"I felt more fluent in reading and felt more competent overall even though I still have not reached my maximum potential. I felt regretful for not arranging similar activities in the Extensive Reading course."

(15/8/2020-Student C-Interview 1)

CONCLUSION AND IMPLICATION

The current research provides us insights into three different cases of students demonstrating self-regulated learning in the context of Extensive Reading activities. The students showed us that each phase of the self-regulated learning cycle would be experienced uniquely by each student depending on how their current self-regulation capability is. Students with higher self-regulated learning skills have earlier and busier forethought phases relatively compared to others. They filled this phase with planning, scheduling, and gathering reading materials for themselves before going into the Extensive Reading activities. However, they tend not to improve their self-motivational beliefs because they already possess high self-efficacy and have a clear orientation on their Extensive Reading activities. Students with internalization and utilizing or academic improvement tend to do well in the forethought phase moreover if amplified with their high self-efficacy. Their performance phase, however, is more relaxed. They are often prominent in demonstrating self-control and self-observation. They are aware of their reasoning for doing certain actions to improve their Extensive Reading activities or prevent them from encountering distractions. Although, they do not seem to emphasize this phase. In the final phase, which is self-reflection, students reflect on their performance in the Extensive Reading activities. Students may feel satisfied with their performance regardless of how their self-regulation capability. The study shows that as long as the students reached what their goal and their learning orientation dictates, satisfaction is achievable. However, skilled self-regulated learners tend to praise their achievements rather than mention their mistakes.

On the other hand, naïve self-regulated learners provide little to no preparation for themselves in the forethought phase. Despite their lack of preparation, students with lower self-regulation capability may still have firm self-motivational beliefs. These students, in general, opt to follow instructions when provided. In the second phase of self-regulated learning, students with higher self-regulation capability often excel in demonstrating

self-control and self-observation. They are aware of their reasoning for doing certain actions to improve their Extensive Reading activities or prevent them from encountering distractions. Naïve self-regulated learners are less prominent in setting a proper strategy in doing their Extensive Reading activities. Students with lower self-regulation capability find it more difficult to manage their time and to imagine their Extensive Reading activities, even resolving into actively avoiding to picture future actions in their activities. Nevertheless, naïve self-regulated learners are able to notice their improvement better than students with higher self-regulation capability. Regardless, self-reflection is crucial in providing students with a chance to evaluate their performance and improve their capability in Extensive Reading. Students who take the self-reflection phase effectively show drastic changes in their next forethought phase. This study shows that even though the two first phases maybe not be executed well, more intense attention to the self-reflection phase can improve students' Extensive Reading activities in the next cycle.

This research implies that there is a high amount of variety of students' experience within their perspective in learning Extensive Reading. Students with different levels of self-regulation capability are more likely to show unique actions throughout the Extensive Reading activities from one and another. By looking deep into students' stories, this research can discover what leads students to act the way they do base on their self-regulation capability in the context of learning Extensive Reading. By understanding students' self-regulation capability, teachers are able to recognize which aspects of the course that can be adjusted to accommodate students' need to be able to improve the students' competency. Students are also benefited if they understand their own self-regulation capability. Students may acquire a chance to be self-aware of their strengths and shortcomings, recognizing and setting the most suitable reading habit.

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