

SELF-REGULATED LEARNING STRATEGY IN THE LEARNING INSTRUCTIONS OF INTERPRETIVE READING COURSES

¹Ratih Laily Nurjanah, ²Muhammad Zaki Pahrul Hadi, ³Janou Willems

¹Department of English Literature, Faculty of Law and Humanities, Universitas Ngudi Waluyo, Indonesia

²Department of English Literature, Faculty of Culture, Universitas Bumigora, Indonesia

³Department of Education and Training, Hogeschool van Amsterdam, Netherlands

Corresponding Author Email: zakipahrul@universitasbumigora.ac.id

Article Info	Abstract
<p>Article History Received: November 2023 Revised: January 2024 Published: April 2024</p> <p>Keywords Independent learning; Interpretive reading; Self-regulated learning strategy; Reading comprehension;</p>	<p><i>The integration of the SRL strategy into instructional practices is motivated by the desire to nurture students' autonomy in learning, a trait that is increasingly emphasized in contemporary educational discourse. This study investigates the integration of the Self-Regulated Learning (SRL) strategy into the instructional framework of an Interpretive Reading course. Given the emphasis on fostering students' learning independence inherent in the SRL strategy, it becomes crucial to ensure that instructional practices align with this objective, particularly within the context of a course designed for first-semester university students. The study adopts a case study approach within an Interpretive Reading class at a private university in Indonesia. Here, the focus is on evaluating the instructional strategies vis-à-vis the criteria delineated in each phase of the SRL strategy: Forethought and Planning, Monitoring of Performance, and Reflection on Performance. The findings reveal that the instructional interventions implemented by the lecturer predominantly meet the criteria established for each phase of the SRL strategy. These instructions serve as scaffolding mechanisms, guiding students towards developing their autonomy in learning processes. Furthermore, the study underscores the effectiveness of these instructions in enhancing students' interpretive reading skills. Consequently, the outcomes of this study hold implications for the integration of digital texts within the instructional context, suggesting their potential to further support and enhance student learning experiences in Interpretive Reading classrooms.</i></p>
<p>How to cite: Nurjanah.R.L, Hadi. M.Z.P., & Willems, J. (2024). Self-Regulated Learning Strategy in the Learning Instructions of Interpretive Reading Courses. <i>JOLLT Journal of Languages and Language Teaching</i>. 12(2), pp. 693-707. DOI: https://doi.org/10.33394/jollt.v%vi%i.9538</p>	

INTRODUCTION

This paper seeks to provide insights into the application of the self-regulated learning (SRL) approach within the classroom context, specifically focusing on its implementation across three distinct phases within the instructional framework of an Interpretive Reading course at the university level. The primary objective is to elucidate how these three phases of the SRL approach manifest in the teaching and learning instructions, aiming to foster independent learning abilities among students. Given the expectation for students to demonstrate independence in their learning endeavors, the adoption of a self-regulated learning strategy is considered both beneficial and pertinent to support this process effectively. The integration of the SRL strategy into instructional practices is motivated by the desire to nurture students' autonomy in learning, a trait that is increasingly emphasized in contemporary educational discourse (Guyen & Babayigit, 2020; Mahmud & German, 2021; Sun & Wang, 2020; Teng & Zhang, 2020a). This pedagogical approach is particularly relevant for Interpretive Reading courses, where second-semester students, who are still

considered beginners, are the target audience. Consequently, the instructional delivery should be tailored to accommodate the unique needs and learning trajectories of these students, ensuring that they are adequately supported in developing their independent learning skills.

The implementation of the self-regulated learning (SRL) method in teaching reading comprehension has proven to be effective in enhancing students' analytical comprehension skills and metacognition. Lau (2020) underscores the potency of this approach in aligning students' plans and behaviors with their learning objectives. Through SRL, students are empowered to strategically adjust their cognition, actions, and motivation independently, aiming to achieve self-set goals. This assertion finds support in research conducted by Hemmati et al. (2018), Sholich (2018), J. Li et al. (2018), and Irsyadella (2020), which highlight the positive impact of SRL on students' reading skills. Utilizing Zimmerman's model of SRL, comprising self-set goals, self-monitoring, and self-assessment activities, previous studies have demonstrated the efficacy of the approach in enhancing students' reading abilities. However, these studies also identify certain challenges related to the implementation of SRL within educational contexts, particularly in clarifying the role of the lecturer in facilitating the process. Given the focus of SRL on fostering students' independence as learners, it becomes imperative to delineate the steps, activities, materials, and instructions involved in the classroom while integrating the SRL approach and its stages effectively. Moreover, research by Listiana et al. (2020) emphasizes the importance of enhancing students' self-regulation skills.

The SRL serves as a prominent strategy to facilitate independent learning activities among students. Lee et al. (2019) characterize SRL as an active and positive approach wherein students take charge of setting their own plans, monitoring their progress, regulating their learning process, and adjusting their behaviors in line with their goals and environment. Zimmerman's model of SRL cycles through strategies for planning, monitoring, and regulating the learning process, serving as the cornerstone of effective learning practices. Through implementation, it becomes evident that the attributes of self-regulated learning are embedded within the activities of planning, monitoring, and adjusting plans based on outcomes. These attributes further encompass self-efficacy, challenge value, and goal orientation, which necessitate reflection in various learning activities within the classroom setting. Given these characteristics, the implementation of self-regulated learning within the classroom requires careful planning, spanning from lesson design to instructional methods, to ensure alignment with students' needs, the attributes of SRL, and learning objectives.

The findings from previous studies underscore the significance of students' proactive engagement in evaluating and improving their learning processes. This ability not only equips students with the skills necessary for lifelong learning but also empowers them to assess their progress effectively. Thojampa et al. (2020) emphasize the link between self-regulated learning and lifelong education, highlighting the importance of students' capacity to focus and sustain attention. Without these qualities, students may struggle to master self-regulated learning strategies. Implementing such strategies may encounter challenges stemming from inadequate study environments or complex lesson materials. Nevertheless, these challenges present opportunities for students to surmount obstacles by actively seeking solutions. Moreover, engaging in self-regulated learning facilitates the consolidation of acquired knowledge. It aids in encoding factual information and developing skills, particularly in areas such as reading comprehension and writing proficiency.

The implementation of instructions within a reading comprehension classroom plays a pivotal role in enhancing students' proficiency in reading comprehension. This assertion is supported by Bogale's (2018) study, which delves into the conceptualization of instructions in reading classrooms. The study primarily focuses on the provision of direct instructions, a method also emphasized by Yaghmour (2022), who highlights the importance of clear

instructions in facilitating the teaching of comprehension. Clear instructions are instrumental in aiding students' comprehension processes, as they significantly influence students' ability to comprehend texts and derive meaning from them. By providing clear and direct instructions, students are better equipped to make connections and extract meaning from the material they read. The effectiveness of direct instructions in improving reading comprehension was examined in a study where an experimental group received direct instructions. The results revealed a significant improvement in reading comprehension among students who received direct instruction. These prior studies underscore the critical role of instructions in the teaching and learning process, particularly in fostering reading comprehension skills. However, it is unfortunate that these studies did not specify the level of comprehension targeted through direct instructions. This omission points to a potential area for further investigation and refinement in future research endeavors.

The utilization of differentiated instructions plays a crucial role in catering to the diverse needs of students, as advocated by Ismajli & Imami-Morina (2018) in their research on individualized education. Recognizing the significance of tailoring instruction to meet student needs, teachers must prioritize the implementation of differentiated instruction to effectively support students in achieving their learning objectives. Particularly in the context of young learners, the implementation of instructions requires enhanced parental supervision to ensure successful implementation. In the present study, instructions are crafted based on the distinctive characteristics of each stage of the Self-regulated Learning (SRL) approach, aiming to facilitate comprehensive acquisition of the strategy among students. Within this framework, the lecturer assumes the role of a guide, furnishing students with directions to steer them toward successful learning outcomes. This aligns with the notion proposed by Malacapay (2019) that tailored education enables students to assimilate information according to their individual interests and preferences, a fundamental aspect of the SRL technique which emphasizes students' autonomy as independent learners. Building upon prior research, Saleh (2021) conducted an experimental study implementing differentiated instructions to enhance secondary school students' reading comprehension skills.

Learning instructions are used in the classroom to communicate from teachers to pupils. The instructions given to pupils are always based on the learning objectives that must be met at the end of the learning process. A similar principle is delivered by (Kotob & Abadi, 2019; Seifert & Sutton, 2019) emphasizing that diversified instruction tries to bridge the gap between pupils' diverse learning preferences and interests. In this situation, teachers create instructions depending on students' learning preferences by allowing them to work solo, with partners, or as a team with a variety of learning activities and spaces. The application has a beneficial effect on improving pupils' reading comprehension abilities, particularly those with reading challenges. These studies show that instructions given to students must be carefully planned in order to fit each student's needs and ensure that no pupils are left behind in the classroom. Differentiated instruction is also designed to optimize students' abilities.

Instructions play a pivotal role in facilitating independent learning, serving as essential guidance for students in navigating their learning journeys. As emphasized by Teng & Zhang (2020b) and Wong et al. (2019), each phase of independent learning, including planning, monitoring, and assessing, necessitates adequate instructional support. Pre-reading instructions assist students during the planning phase of autonomous learning, while during-reading instructions support the monitoring phase, and post-reading instructions aid the assessing phase. Through collaborative efforts with professors, students can autonomously progress through these stages by adhering to the instructions provided. This underscores the critical importance of reading instructions, particularly in contexts where students are expected to take on the role of self-directed learners.

Interpretive Reading Comprehension

In general, reading skills are typically categorized into four levels. A study by Pakistyaningsih et al. (2019) highlights the interpretive level of comprehension, which involves students' ability to discern significances, relationships, comparisons, conclusions, and generalizations within a text. This level of comprehension also entails identifying the tone, purpose, and factual basis of the writer's arguments. Furthermore, Assiri & Siddiqui (2020) assert that interpretive reading skills enable individuals to extract meaning from written texts. Insufficient proficiency in interpretive skills may hinder students from uncovering the underlying messages embedded within a text. Emphasizing successful interpretation, interpretive reading requires students to effectively convey the opinions, insights, and ideas expressed by the writer. Achieving proficiency in interpretive reading involves the precise utilization of language, including correct expressions and an appropriate reading pace conducive to comprehension, as noted by Kulo et al. (2020).

Self-Regulated Learning Strategy

The phases of SRL support the phases of independent learning where students are expected to be able to plan their study, monitor, and evaluate their study. The phases of SRL, according to Zheng et al. (2020) are divided into 3; Forethought and planning, performance monitoring, and reflections on performance. Students analyze the learning objective and create precise goals to fulfill it during the Forethought and planning phase. When students learn a new topic, they must decide the best strategy to complete the work or which goals are the most significant. In this instance, teachers and/or more experienced peers might provide pupils with lessons on productive methods. Goal setting is described as a way to regulate students' actions in the classroom. It can be displayed in a variety of ways, such as receiving good grades on tests or thoroughly understanding a topic. In this situation, short-term goals are employed as milestones to achieve long-term goals. For example, students can establish a short-term goal of studying a topic in a particular amount of time and learning skills in order to achieve a long-term goal of receiving an A on an exam. According to research, inspiring students to develop short-term learning goals is an excellent way to help students track their progress (S. Li & Lajoie, 2022; Zheng et al., 2020).

During the Performance Monitoring phase, students engage in employing specific tactics to progress through learning activities, while their motivation to complete tasks is closely monitored based on the goals they have set. However, students may encounter challenges when adopting new tactics, often reverting to familiar but sometimes unproductive methods. Given the potential frustration, students may experience when navigating new strategies, it becomes imperative for teachers or lecturers to offer personalized feedback to facilitate improved learning and application of novel approaches. To optimize learning outcomes, activities assigned to students should encompass a diverse range of both classroom-based and extracurricular activities. Yabukoshi (2020) emphasizes the crucial role of extracurricular activities in nurturing students' sense of self-regulated learning. During the Reflection on Performance phase, students evaluate the effectiveness of the tactics employed, reflecting on their learning process and regulating their emotional responses to their progress. This phase significantly influences students' subsequent goal planning, thereby initiating a new cycle of the self-regulated learning process.

The use of SRL to improve students' reading should be based on how students can regulate themselves. The implementation of Zimmerman's model of SRL, according to Kesuma et al. (2020) is seen as a cognitive-oriented model in which emotions are not the primary focus of implementation. Students who are state-oriented are described as having the ability to regulate themselves and control emotions, thoughts, and behaviors in order to achieve a goal. Other students who struggle with self-regulation and control discover that balancing progress is difficult. This study is regarded as useful because it compares and

contrasts different models. Unfortunately, this one does not address the criticisms leveled about Zimmerman's plan by failing to provide children with alternate activities to help them govern themselves.

Integrating the SRL strategy with the phases should be accompanied by a proper plan including the activities that will be given to students, the materials, and how the instructions are presented in the classroom. In a study conducted by Kesuma et al. (2020) in the classroom, I presented Zimmerman's SRL model concept. It categorizes the phases of the SRL method and provides descriptions for each as well as sub-strategies that can be used to guide classroom activities. The first step of SRL, in which students are supposed to define self-goals, can be fulfilled by asking students to create a time management plan. The acts of note-taking or memorizing can reflect the second phase of self-monitoring. The third phase can be seen in the activities of task analysis and feedback reflection. This study is useful for individuals who want to adopt SRL in the classroom, particularly in a reading classroom. The advice provided can serve as the foundation for organizing teaching and learning activities.

The implementation of a self-regulated learning strategy offers numerous benefits for students. According to findings from Harding et al. (2018), students develop persistence in problem-solving, which is integral to becoming successful learners. This perseverance instills a sense of satisfaction derived from investing effort into the learning process. Moreover, when students establish goals, achieve them, and subsequently evaluate their performance, they assume an active role in their learning journey, demonstrating accountability for their academic progress. Consequently, students cultivate independence and enhance their performance, while also gaining the ability to adapt to various learning environments, habits, and opportunities. This aligns with the research of Wang et al. (2020), which underscores the pivotal roles of motivation, self-control, and self-esteem in fostering the development of self-regulation skills, crucial elements that support English language learning.

Self-regulated learning strategy is influenced by some aspects. Individual drive, sense of competence, attention, and the ability to control emotional behavior are among them (Sukowati et al., 2020). It also emphasizes the significance of self-regulated learning strategies in the teaching and learning processes. First, it is a framework idea that discusses the relationship between self-efficacy and motivation. Rather than working with two different frameworks, it assists teachers in comprehending and implementing the technique in the classroom. The technique contains affective and cognitive components relating to how students regulate their moods, motivation, and ability to follow the learning materials. It is possible to conclude that the purpose of self-regulated learning is an active process of learning in which students work not only with their academic competencies but also with their feelings and motivation as a method of support to promote learning. In other words, self-regulated learning should be dynamic, with pupils allowed to change rather than fix the features they encounter.

Learning Instructions

Expecting students to be independent learners must be supported by the materials and instructions developed by teachers. The schema of materials development and instructions to support independent learning is described by Mamun et al. (2020) in their study. They describe the features of time and curricular components, patterns for work and learning, space, and tools and instructions for independent learning. The materials and instructions created must include a range of questions, exercises, and themes. The resources offered have been chosen with motivational and instructive values in mind. According to the summary, the range of themes and materials is beneficial when doing reading activities such as guided reading. A similar technique is used for the various material levels. This will assist kids in developing their comprehension skills appropriately.

Learning instructions are classified into two types: direct instructions and indirect instructions. The characteristics of each type are presented by Schunk (2023) as below;

Table 1
Types of Instructions

Direct Instructions	Indirect Instructions
To teach facts, rules, and sequences of action	To teach concepts, patterns, and abstract concepts
Started with review of previous works	Started with organizing big pictures of the lesson and concepts expansion
New concepts are presented in small steps, supported with explanations and examples	Focuses on students' responses using induction/ deduction to refine and focus generalization
Guided practice are given for small numbers of problem with models/ examples	Presenting examples and non-examples of the generalization
Feedback and corrections are given indicating whether the answers are correct, quick, and firm.	Using students' self-problems, experiences, interests as examples
Chances are provided to support students' independence by employing seat arrangements or automatic responses.	Using questions as guidance
Weekly and monthly reviews are agreed followed by re-learn certain difficult topics	Involving students in evaluation of responses Promoting and moderating discussion to strengthen and widen generalization

According to the table above, it is critical to ensure that the instructions given to students fit the objectives as expressed in each phase of the Self-regulated learning technique. The aim of this study is to illustrate the implementation of a self-regulated learning technique within instructional practices to foster students' autonomy in an Interpretive Reading Course. The research is guided by the following questions:

1. How is the Forethought and Planning phase integrated into the instructions for the Interpretive Reading course?
2. How is the Performance Monitoring phase incorporated into the instructions for the Interpretive Reading course?
3. How is the Reflection on Performance phase embedded within the instructions for the Interpretive Reading course?
4. What is the effectiveness of self-regulated learning-based instructions for enhancing Interpretive Reading skills?

RESEARCH METHOD

Research Design

The current study adopts a qualitative case study design, selected to provide an illustrative example of the implementation of the Self-regulated Learning approach within an Interpretive Reading course at a university. Case study methodology, as highlighted in Paparini et al. (2020), serves to demonstrate causal relationships between real-life situations and interventions, describe the intervention process, and investigate instances where intervention outcomes are uncertain. This approach is integral to understanding and contextualizing real-world examples pertinent to the phenomenon under investigation. Case study research is closely intertwined with the phenomenon being examined, offering valuable insights into its complexities and nuances. Thus, it holds significant relevance in comprehending real-world scenarios, as emphasized by Halkias et al. (2022) and Halkias & Neubert (2020).

Population and Sample

In the present study, a total of 30 students were selected as participants, employing a total population sampling method wherein all students enrolled in the Interpretive Reading course were included as potential samples. The sampling technique utilized for participant selection was purposive sampling, a method chosen deliberately to fulfill the specific requirements of the research, as indicated by Ames et al. (2019) and Andrade (2021). Purposive sampling ensures that samples are chosen for a particular reason or characteristic deemed relevant to the study's objectives. In this study, 40 first-semester students enrolled in the Interpretive Reading course were deemed suitable samples due to their consistent participation in the course from inception to completion, affording them the opportunity to witness the application of the Self-regulated Learning (SRL) technique throughout the course duration.

Instruments

In the present study, the primary instrument employed was an Observation journal focusing on the learning instructions provided. This journal was utilized to evaluate the implementation of Self-regulated Learning (SRL) phases within the learning instructions delivered during meetings 1-14 of the Interpretive Reading course by the lecturer. Consequently, the researcher filled in 14 sheets of the instrument throughout the course duration to capture relevant data. Additionally, to enhance the validity of the findings, investigator/analyst triangulation was implemented. This approach involved engaging another investigator to review both the instruments used and the subsequent results of data collection and analysis. By incorporating investigator/analyst triangulation, the study aimed to explore multiple perspectives and methods of observing and analyzing the data, thereby bolstering the credibility and robustness of the research outcomes.

The development of indicators for the observation journal or research diary was grounded in the principles of Self-regulated learning. These indicators were meticulously crafted to align with the key tenets and processes of SRL, which encompass various strategies and techniques employed by learners to regulate their learning. Drawing from the foundational principles of SRL, the indicators were designed to capture observable behaviors, actions, and outcomes that reflect the application of self-regulatory processes within the learning environment. By anchoring the indicators in the principles of SRL, the observation journal or research diary serves as a valuable tool for systematically documenting and analyzing the implementation of self-regulated learning strategies in educational settings.

Data Analysis

After qualitative data were collected through observation, they were categorized as either direct or indirect instructions. This classification aimed to organize and structure the data for further analysis. To ensure the validity and reliability of this categorization process, experts were engaged in a triangulation process. Triangulation, as advocated by Jentoft & Olsen (2019), is instrumental in deepening understanding and refining research methodologies. By employing triangulation, researchers can enhance the selection of data collection methods, thereby mitigating potential biases in the research process. In the present study, investigator/analyst triangulation was applied, involving additional investigators in reviewing both the research instruments and the resulting data collection findings. This collaborative approach served to maximize the validity of the research outcomes by facilitating multiple perspectives and interpretations of the data. Through investigator/analyst triangulation, researchers aimed to gain a comprehensive understanding of the observed phenomena, ensuring rigor and robustness in the research process.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

RQ 1. The implementation of the Forethought and Planning phase in instructions for Interpretive Reading courses

Table 1
The Forethought and Planning Phase

SRL Phases	The Activities	The Instructions	Note
The Forethought and Planning Phase	Students get an explanation of learning objectives	“Please pay attention to the learning objectives and discuss them so we know what we want to reach later.” “Let’s discuss the learning objectives.”	Direct instruction
	Students get the models/ examples about the assignment they will get	“Let’s watch a video about a trick to determine a main idea” “Pay attention to the examples given.”	Direct instructions
	Students plan their learning activities	“Please make your learning plans based on the examples”	Direct instructions
	Students plan their time allotment for the learning activities	“Determine the time that you think you need to finish your task” “Within 100 minutes, please divide it into several phases that you think you need to finish the task”	Direct instructions

RQ 2. The implementation of the Performance Monitoring phase in instructions for Interpretive Reading courses

Table 2
The Performance and Monitoring Phase

SRL Phases	The Activities	The Instructions	Note
2 The Performance and Monitoring Phase	Students create a learning journal	“Please create a learning journal telling about your learning activities”	Direct instructions
	Students record the activities in the journal	“Please fill in your learning journal.” “Please describe your learning activities”	Direct instructions
	Students report the learning activities	“Please report your learning activities”	Direct instructions
	Students discuss their journals with the lecturer	“Please tell me more about this activity.”	Indirect instructions
	Students work in a group	“Please work in groups to discuss the topic” “Please share your ideas from the discussion.”	Direct Instructions
	Students receive feedback from the lecturer	“In the next activities, please do some strategies suggested.”	Direct instructions

RQ 3. The implementation of the Reflection on Performance phase in instructions for Interpretive Reading course

Table 3
The Reflection on Performance Phase

SRL Phases	The Activities	The Instructions	Note
3 The Reflection on Performance Phase	a. Students review the feedback in their journal	“Please review the suggested strategies.”	Direct Instructions
		“Please decide which strategy works better.”	Direct Instructions
		“Please make a learning plan for the next meeting based on the suggestions.”	Direct Instructions

RQ 4. The Effectiveness of Self-regulated learning-based Instructions for Interpretive Reading Course

In order to assess the effectiveness of the instructions provided to students, both a pre-test and a post-test were administered to gauge students' performance in the Interpretive Reading course. The pre-test served as a baseline measure of students' initial proficiency levels, while the post-test evaluated their progress after receiving the instructional interventions. Subsequently, the collected data underwent statistical analysis using a T-test to determine the significance of any observed differences between pre-test and post-test scores. The results of the T-test revealed a two-tailed P value of 0.0006, indicating an extremely statistically significant difference between the pre-test and post-test scores. This level of significance suggests that the instructional interventions had a notable impact on students' performance in the Interpretive Reading course, underscoring the efficacy of the instructional approach employed.

Table 4
Review Data of Pre-test and Post-test

Group	Pre-test	Post-test
Mean	60.40	70.60
SD	13.92	6.60
SEM	2.54	1.20
N	30	30

The table provided illustrates the comparison between the mean scores of the pre-test and post-test administered to students. It is evident from the data that there was an improvement in the mean scores from 60.40 in the pre-test to 70.60 in the post-test. Moreover, the standard deviation, which measures the spread of data points around the mean, was notably higher in the pre-test at 13.92 compared to the post-test, where it decreased to 6.60. This suggests that the data in the post-test exhibited less variability. The results indicate a significant enhancement in the performance of students between the pre-test and post-test assessments. Statistical analysis confirmed the significance of this improvement, underscoring the effectiveness of the instructional interventions implemented. The observed increase in mean scores coupled with a reduction in standard deviation highlights the positive impact of the instructional approach on students' learning outcomes.

Discussion

The present study endeavors to build upon previous research efforts conducted by Hemmati et al. (2018), Sholich (2018), J. Li et al. (2018), and Irsyadella (2020) by offering valuable insights into the implementation of Self-regulated learning strategies within learning instructions, with the ultimate aim of enhancing students' reading comprehension skills. A deliberate focus on specific levels of comprehension, rather than addressing reading comprehension in its entirety, is deemed more beneficial. This focused approach acknowledges that each level of comprehension operates within distinct realms of understanding, thereby influencing various aspects of learning activities, instructional delivery by lecturers, and the nature of assessment questions. Moreover, this study aligns with previous findings from Listiana et al. (2020), which emphasized the critical role of self-regulation skills in fostering academic achievement among students. By providing a clear and comprehensive elucidation of how such skills can be cultivated through the implementation of self-regulated learning strategies, this study aims to enhance the integration of these strategies within learning activities. Recognizing the pivotal role of learning instructions in the learning process, this study underscores their importance in enabling students to independently complete tasks, even in the absence of direct guidance from lecturers. Clear and concise learning instructions are instrumental in nurturing students' independent learning skills, thereby empowering them to navigate the learning process autonomously.

In this study, the instructional framework is developed in alignment with the criteria of the self-regulated learning strategy, which encompasses three distinct phases: the Forethought and Planning phase, the Monitoring Performance phase, and the Reflection on Performance phase. As delineated by Lee et al. (2019), self-regulated learning is characterized by active and constructive engagement, wherein students take charge of their learning journey by setting personalized goals, monitoring their progress, regulating their learning process, and controlling various facets such as understanding, motivation, and behavior, all guided by their objectives and environmental cues. The instructions devised by the lecturer in this study are informed by the principles of self-regulated learning, with a concerted effort to adhere to the criteria of each phase within the strategy. This approach echoes the conclusions drawn by Cahyono & Widiati (2006), who emphasized the necessity of instructional support across all phases—planning, monitoring, and evaluating—of independent learning. By providing structured instructions, students are afforded the opportunity to cultivate their capacity for independent learning, a central tenet of the self-regulated learning strategy. Moreover, the study reinforces the imperative highlighted by Cahyono & Widiati (2006) to ensure that instructions facilitate students' self-directed learning, even beyond the confines of the classroom. Recognizing the significance of fostering students' ability to study autonomously, irrespective of their location, underscores the crucial role of instructional design in promoting learning independence and self-regulation. Thus, the instructions developed in this study aim to equip students with the necessary tools and guidance to engage in self-regulated learning practices effectively, both within and outside formal educational settings.

The implementation of instructional strategies within the Interpretive Reading classroom aligns with the notion posited by Bogale (2018), emphasizing the efficacy of direct instructions in facilitating students' comprehension of textual content. Additionally, the significance of direct instructions in supporting the teaching of comprehension processes is underscored by Yaghmour (2022), who highlights their role in enhancing students' abilities in this domain. In line with these perspectives, the present study predominantly employs direct instructions, drawing upon the characteristics of each phase of the instructional process. By adopting direct instructions, the study seeks to leverage their inherent qualities to effectively convey key concepts and aid students in navigating the complexities of textual analysis. The deliberate alignment of instructional strategies with the phases of the learning process

enhances their relevance and applicability within the Interpretive Reading context. As students progress through the Forethought and Planning, Monitoring Performance, and Reflection on Performance phases, direct instructions are tailored to address their evolving needs and support their comprehension efforts. Furthermore, the emphasis on direct instructions underscores their utility in providing clear and explicit guidance to students, thereby facilitating their engagement with the instructional content. Through the deliberate integration of direct instructions, the study endeavors to optimize students' learning experiences and foster a deeper understanding of interpretive reading principles. By adhering to the characteristics of each instructional phase, the implementation of direct instructions serves as a strategic tool to scaffold students' comprehension abilities and promote meaningful learning outcomes within the Interpretive Reading classroom.

During the Forethought and Planning phase, direct instructions were prominently utilized within the instructional framework. This phase primarily involved the lecturer providing detailed explanations and offering examples relevant to new concepts introduced in the curriculum. The purpose of employing direct instructions during this phase was to furnish students with clear guidance and facilitate their comprehension of the subject matter. Notably, one of the key characteristics of direct instructions manifested in this phase was the emphasis on providing models or examples to ensure accuracy in understanding. By presenting concrete examples and models, the lecturer aimed to elucidate complex concepts and enable students to grasp them effectively. This strategic use of direct instructions in the Forethought and Planning phase underscores their role in scaffolding students' learning experiences and laying a solid foundation for subsequent phases of the instructional process.

While the majority of instructions in the Interpretive Reading classroom were presented in a direct manner, certain activities necessitated the use of indirect instructions due to their distinct objectives. Specifically, activities such as creating a learning journal deviated from the typical instructional approach, prompting the adoption of indirect instructions. This decision was informed by the characteristics of indirect instructions as delineated by Singh (2019), which emphasize drawing examples from students' own experiences. In this study, the lecturer opted to engage students in a reflective dialogue based on their learning journal reports, aiming to glean insights into their comprehension and learning processes. During this phase of the Self-regulated learning strategy, the lecturer provided feedback to students, aligning with the characteristics of direct instructions. This feedback mechanism not only served to reinforce learning objectives but also enabled students to gauge their progress and make necessary adjustments. Moreover, students were encouraged to actively participate in evaluating their completed tasks under the guidance of the lecturer. By involving students in the evaluation process, the instructional approach fostered a sense of ownership and accountability for their learning outcomes, thereby promoting deeper engagement and comprehension. Thus, the strategic integration of both direct and indirect instructions catered to the diverse objectives and activities inherent in the Interpretive Reading curriculum, ultimately enhancing the effectiveness of the instructional process.

In the third phase, Reflection on Performance, direct instructions were implemented to facilitate students' review of the feedback provided by the lecturer. This approach aligned with the characteristics of this phase, which emphasize the provision of feedback to students. The utilization of direct instructions during this phase ensured that students received clear and specific guidance on how to evaluate their performance and make necessary adjustments. The varied forms of instructions employed throughout the three phases resonated with the concept of differentiated instructions advocated by Ismajli & Imami-Morina (2018), aimed at catering to the diverse needs of students. In the present study, the adoption of different instructional approaches was tailored to correspond with the unique characteristics of each phase and the specific learning objectives targeted for student achievement. Furthermore, the study findings

corroborated Bogale's (2018) assertion regarding the effectiveness of direct instructions in enhancing students' interpretive reading skills. By providing clear and concise instructions, predominantly in the form of direct guidance, the lecturer facilitated students' comprehension of assignments, thereby instilling confidence in their ability to complete tasks proficiently. This aligns with the perspective presented by Yaghmour (2022), which underscores the significance of clear instructions in promoting student learning outcomes. Overall, the strategic integration of direct instructions throughout the Reflective on Performance phase, coupled with the alignment of instructional approaches with the unique characteristics of each phase, contributed to the success of the instructional process and positively impacted students' interpretive reading abilities.

The present study contributes to the existing body of knowledge by corroborating the findings of Saleh (2021), who demonstrated the efficacy of differentiated instructions in enhancing students' reading comprehension abilities. Saleh's study highlighted the effectiveness of tailoring instructional approaches to address specific levels of comprehension, thereby acknowledging the multifaceted nature of comprehension rather than treating it as a singular entity. By recognizing that comprehension encompasses various levels, the study underscored the importance of targeting each level individually to optimize learning outcomes. In line with Saleh's findings, the current study builds upon this premise by providing further evidence to support the notion that differentiated instructions play a crucial role in improving reading comprehension skills. By delineating the specific level of comprehension, particularly at the interpretive level, the study emphasizes the need for instructional strategies that cater to the diverse needs and abilities of students. This approach acknowledges that comprehension is a complex cognitive process that necessitates tailored interventions to address students' varying levels of proficiency. Furthermore, the study underscores the significance of incorporating differentiated instructions in the classroom setting to foster a deeper understanding of text interpretation. By adopting instructional practices that are tailored to the interpretive level of comprehension, educators can effectively scaffold students' learning experiences and provide targeted support to facilitate their comprehension skills. This aligns with Saleh's findings and highlights the importance of implementing instructional approaches that are responsive to students' individual learning needs. Overall, by corroborating Saleh's findings and emphasizing the importance of differentiated instructions in addressing specific levels of comprehension, the present study underscores the value of adopting tailored instructional approaches to enhance students' reading comprehension abilities. Through targeted interventions and personalized support, educators can create learning environments that empower students to achieve success in comprehending and interpreting complex texts.

CONCLUSION

This study proposes the implementation of various forms of instruction tailored to the characteristics of the Self-regulated Learning (SRL) strategy within the Interpretive Reading classroom context. Given the multifaceted nature of SRL, it is imperative to align instructional methods with the distinct phases of this strategy. Direct instructions are deemed suitable for the Forethought and Planning phase, wherein students learn from models or examples. This phase involves a structured approach, beginning with a review of previous work followed by the presentation of new content in manageable steps, along with explanations and examples. Similarly, the Performance Monitoring phase aligns with direct instructions, emphasizing feedback provision and opportunities for independent practice to promote mastery and automaticity. However, certain activities within the Performance Monitoring phase also resonate with characteristics of indirect instructions, such as drawing examples from students' experiences and involving them in self-evaluation. The Reflection on

Performance phase primarily reflects direct instructions, wherein the teacher provides feedback tailored to students' responses, fostering self-awareness and accountability. The study concludes that the implementation of varied instructional approaches is warranted to effectively support SRL within the Interpretive Reading classroom. The design of instructions should consider the distinctive features of each SRL phase and the corresponding instructional methods. Future research should focus on refining instructional strategies to enhance comprehension at higher levels. Nonetheless, the study acknowledges limitations, particularly in assessing the direct impact of instructions on students' reading comprehension abilities. This underscores the need for further investigation into the efficacy of instructional methods in facilitating comprehensive learning outcomes.

REFERENCES

- Al Mamun, M. A., Lawrie, G., & Wright, T. (2020). Instructional design of scaffolded online learning modules for self-directed and inquiry-based learning environments. *Computers & Education, 144*, 103695.
- Ames, H., Glenton, C., & Lewin, S. (2019). Purposive sampling in a qualitative evidence synthesis: A worked example from a synthesis on parental perceptions of vaccination communication. *BMC Medical Research Methodology, 19*(1), 1–9.
- Andrade, C. (2021). The inconvenient truth about convenience and purposive samples. *Indian Journal of Psychological Medicine, 43*(1), 86–88.
- Assiri, A., & Siddiqui, A. (2020). Interpretive reading as a strategy to construct meaning in efl reading comprehension: A case study at king khalid university. *Arab World English Journal, 11*(2), 411–419. <https://doi.org/10.24093/awej/vol11no2.28>
- Bogale, Y. N. (2018). Conceptualizing Reading to Learn: Strategy Instruction and EFL Students' Reading Comprehension. *International Journal of Curriculum and Instruction, 10*(2), 93–117.
- Cahyono, B. Y., & Widiati, U. (2006). The teaching of efl reading in the indonesian context : The state of the art. *TEFLIN Journal, 17*(1), 36–58.
- GUVEN, M., & BABAYIGIT, B. B. (2020). Self-regulated learning skills of undergraduate students and the role of higher education in promoting self-regulation. *Eurasian Journal of Educational Research, 20*(89), 47–70.
- Halkias, D., & Neubert, M. (2020). Extension of theory in leadership and management studies using the multiple case study design. Available at SSRN 3586256.
- Halkias, D., Neubert, M., Thurman, P. W., & Harkiolakis, N. (2022). *The multiple case study design: Methodology and application for management education*. Routledge.
- Harding., S., Nibali., N., English., N., Griffin., P., Graham., L., Alom, BM., & Zhang., Z. (2018). Self-regulated learning in the classroom. In *Realising the potential for Australia's high capacity students* (Issue June).
- Hemmati, F., Sotoudehnama, E., & Morshedian, M. (2018). The impact of teaching self-regulation in reading on efl learners ' motivation to read: Insights from an srl model. *Journal of Modern Research in English Language Studies, 5*(4), 131–155. <https://doi.org/10.30479/jmrels.2019.10583.1325>
- Irsyadella, R. (2020). The use of self-regulated learning strategies by good learners of english department students in english language learning. *RETAIN, 8*(1), 25–37.
- Ismajli, H., & Imami-Morina, I. (2018). Differentiated instruction: understanding and applying interactive strategies to meet the needs of all the students. *International Journal of Instruction, 11*(3), 207–218.

- Jentoft, N., & Olsen, T. S. (2019). Against the flow in data collection: How data triangulation combined with a 'slow' interview technique enriches data. *Qualitative Social Work, 18*(2), 179–193.
- Kesuma, A. T., Harun, Z., Putranta, H., & Kistoro, H. C. A. (2020). Evaluation of the self-regulated learning model in high schools: A systematic literature review. *Universal Journal of Educational Research, 8*(10), 4792–4806.
- Kotob, M. M., & Abadi, M. A. (2019). The influence of differentiated instruction on academic achievement of students in mixed ability classrooms. *International Linguistics Research, 2*(2), p8–p8.
- Kulo, S. A., Kibui, A., & Odundo, P. A. (2020). Utilization of interpretive reading for achievement in reading skills in secondary schools in kenya. *International Journal of Linguistics, Literature and Translation, 3*(1), 153–162.
- Lau, K. (2020). The effectiveness of self-regulated learning instruction on students' classical Chinese reading comprehension and motivation. *Reading and Writing, 33*(8), 2001–2027.
- Lee, J. C. K., Wan, Z. H., Hui, S. K. F., & Ko, P. Y. (2019). More student trust , more self-regulation strategy? Exploring the effects of self-regulatory climate on self-regulated learning. *The Journal of Educational Research, 112*(4), 463–472. <https://doi.org/10.1080/00220671.2018.1553840>
- Li, J., Ye, H., Tang, Y., Zhou, Z., & Hu, X. (2018). What are the effects of self-regulation phases and strategies for Chinese students? A meta-analysis of two decades research of the association between self-regulation and academic performance. *Frontiers in Psychology, 9*(1), 1–13. <https://doi.org/10.3389/fpsyg.2018.02434>
- Li, S., & Lajoie, S. P. (2022). Cognitive engagement in self-regulated learning: an integrative model. *European Journal of Psychology of Education, 37*(3), 833–852.
- Listiana, L., Raharjo, & Hamdani, A. S. (2020). Enhancing self-regulation skills through group investigation integrated with think talk write. *International Journal of Instruction, 13*(1), 915–930. <https://doi.org/10.29333/iji.2020.13159a>
- Mahmud, Y. S., & German, E. (2021). Online self-regulated learning strategies amid a global pandemic: Insights from Indonesian university students. *Malaysian Journal of Learning and Instruction, 18*(2), 45–68.
- Malacapay, M. C. (2019). Differentiated instruction in relation to pupils' learning style. *International Journal of Instruction, 12*(4), 625–638. <https://doi.org/10.29333/iji.2019.12440a>
- Pakistyaningsih, A., Nurdyansyah, N., Arifin, M., Rudyanto, H. E., & Rais, P. (2019). School library utilization technology model to improve reading interest and reading ability in elementary education. *Universal Journal of Educational Research, 7*(9), 1945–1955.
- Paparini, S., Green, J., Papoutsis, C., Murdoch, J., Petticrew, M., Greenhalgh, T., Hanckel, B., & Shaw, S. (2020). Case study research for better evaluations of complex interventions: rationale and challenges. *BMC Medicine, 18*(1), 1–6.
- Saleh, A. H. A. E. (2021). The Effectiveness of Differentiated Instruction in Improving Bahraini EFL Secondary School Students in Reading Comprehension Skills. *REiLA : Journal of Research and Innovation in Language, 3*(2), 135–145. <https://doi.org/10.31849/reila.v3i2.6816>
- Schunk, D. H. (2023). Self-regulation of self-efficacy and attributions in academic settings. In *Self-regulation of learning and performance* (pp. 75–99). Routledge.
- Seifert, K., & Sutton, R. (2019). Student diversity. *Educational Psychology*.
- Sholich, I. (2018). Self-Regulated Learning in Reading of Eleventh Graders in SMA Negeri 1 Manyar Gresik. *Retain, 6*(3), 69–79.

- Singh, B. (2019). Character education in the 21st century. *Journal of Social Studies (JSS)*, 15(1), 1–12.
- Sukowati, S., Sartono, E. K. E., & Pradewi, G. I. (2020). The effect of self-regulated learning strategies on the primary school students' independent learning skill. *Psychology, Evaluation, and Technology in Educational Research*, 2(2), 81–89.
- Sun, T., & Wang, C. (2020). College students' writing self-efficacy and writing self-regulated learning strategies in learning English as a foreign language. *System*, 90, 102221.
- Teng, L. S., & Zhang, L. J. (2020a). Empowering learners in the second/foreign language classroom: Can self-regulated learning strategies-based writing instruction make a difference? *Journal of Second Language Writing*, 48, 100701.
- Teng, L. S., & Zhang, L. J. (2020b). Empowering learners in the second/foreign language classroom: Can self-regulated learning strategies-based writing instruction make a difference? *Journal of Second Language Writing*, 48, 100701.
- Thojampa, S., Daengthern, L., & Kumpeera, K. (2020). The effects of an empowerment program to have a good quality of life and long life for elderly people in Phrae Province, Thailand. *International Journal of Africa Nursing Sciences*, 12, 100201.
- Wang, W., & Zhan, J. (2020). The relationship between English language learner characteristics and online self-regulation: A structural equation modeling approach. *Sustainability*, 12(7), 3009.
- Wong, J., Baars, M., Davis, D., Van Der Zee, T., Houben, G.-J., & Paas, F. (2019). Supporting self-regulated learning in online learning environments and MOOCs: A systematic review. *International Journal of Human–Computer Interaction*, 35(4–5), 356–373.
- Yabukoshi, T. (2020). Self-regulated learning processes outside the classroom: Insights from a case study of Japanese efl students. *Journal of Asia TEFL*, 17(3), 758–777. <https://doi.org/10.18823/asiatefl.2020.17.3.1.758>
- Yaghmour, K. S. (2022). *The effectiveness of using direct instruction in teaching comprehension skill of third-grade students*. 15(2), 373–392.
- Zheng, B., Ward, A., & Stanulis, R. (2020). Self-regulated learning in a competency-based and flipped learning environment: learning strategies across achievement levels and years. *Medical Education Online*, 25(1), 1686949.