

**THE INFLUENCE OF SELF-REGULATED LEARNING STRATEGIES
ON READING COMPREHENSION AMONG HIGH SCHOOL EFL
LEARNERS AT SMK PGRI 2 KEDIRI**

SKRIPSI

Presented as a Partial Fulfillment of the Requirement to Obtain the Sarjana
Degree of Education (S.Pd.) of English Language Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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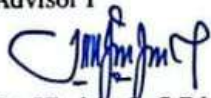
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Declare truthfully, that in this skripsi there is no work that has ever been submitted to obtain a graduate degree at university, and to the best of my knowledge there are no papers or opinion that has ever been published by anyone else, except those that are intentionally referred to this text and mentioned in the bibliography.

Kediri, 10th July 2025



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MOTTO AND DEDICATION

MOTTO:

It is never too late to learn, because life is indeed a place to learn. Learn to accept, learn to take lessons and learn to start over and never give up.

-lyyzamore

DEDICATION:

This thesis is dedicated to:

Ibu and **Bapak**, for allowing and supporting my university education. You've taught me to always put myself first when making decisions.

My brothers and **sisters**, who, even though they always annoy me, surprisingly still show their love and push me to do my best.

And to the people who have "**come and gone**," teaching me to accept and restart, one by one, the dreams I've shared and believed in. "Thank you, I love you".

ABSTRACT

Miftah Dwi Putri Maulidiyah. The Influence of Self-Regulated Learning Strategies on Reading Comprehension among High School EFL Learners at SMK PGRI 2 Kediri, Skripsi. English Language Education Department, Faculty of Teacher Training and Education. University of Nusantara PGRI Kediri, 10th July 2025.

Keywords: *SRL strategy, reading comprehension, high school EFL learners*

This study presents a comprehensive analysis of the influence of Self Regulated Learning (SRL) strategies on the students' reading comprehension abilities of English as a Foreign Language (EFL) at the high school level. Reading comprehension is a crucial skill for EFL students, but many high school students still experience difficulties in understanding English texts. This problem is not merely a lack of reading ability, but rather stems from a lack of active engagement and self-management during the reading process, which can be directly addressed by SRL. Reading skills are not passive; they require active participation, including understanding word meanings, understanding arguments, and seeking agreement on statements. This study uses a quantitative approach with a pre-experimental; one group pre-test-post-test design.

The study was conducted at SMK PGRI 2 Kediri in the 2024/2025 academic year, with a sample of 29 students from class X AK-2 selected using purposive sampling. The instruments used were 25 multiple-choice questions based on descriptive texts for the pre-test and post-test. The data collection process included administering the pre-test, two treatments using the SRL strategy, and administering the post-test. Data analysis was conducted using descriptive statistics and the Wilcoxon Signed Rank test, as the data were not normally distributed. The decision to switch to this non-parametric test, indicated by the results of the normality test (Sig. < 0.05 for both groups). The percentage increase in passing rates was also substantial, jumping from 37.93% on the pre-test to 71.4% on the post-test. Statistical confirmation was obtained through the Wilcoxon Signed Rank test, with an Asymp. Sig. (2-tailed) value of 0.000, which firmly rejects the null hypothesis and indicates a significant difference between pre-test and post-test scores. The convergence between descriptive and inferential statistics provides strong evidence of the effectiveness of the SRL strategy.

This study provides empirical support for the transferability and application of SRL theories that have been mapped to the context of specific EFL learning in Indonesian schools, as well as the validity of previous research. These findings also imply a shift from teacher-centered instruction to a learner-centered approach, where teachers act as facilitators of self-regulation, encouraging greater learner autonomy and lifelong learning habits.

CHAPTER I

INTRODUCTION

This chapter explains about the background of the research, identification of the research problem, limitation of the research, formulation of the research, research purpose and significance of the research and also the definition of key terms.

A. Background

Reading comprehension is a crucial skill for students to develop, particularly those studying English as a foreign language (EFL). Good reading comprehension skills not only help student comprehend texts, but they additionally provide the foundation for the development of other language skills. Reading comprehension is critical for language learning and academic performance. It enhances vocabulary acquisition, grammar skills, and critical thinking (Parhadjanovna, 2023). However, many EFL students in Senior High School still experience difficulties in comprehending English texts.

One of the factors that can affect EFL students' reading comprehension is self-regulated learning. Self-regulated learning describes how well kids are able to actively control their own learning, including reading. Harmer (2007) shows that reading skills are not passive. It is because reading demands active participation, which includes understanding the meaning of the words in the book, comprehending the existing arguments, and seeking agreement on the statement. Reading comprehension is a fundamental skill in language acquisition, and self-regulated learning strategies play a crucial role in optimizing learning outcomes. Self-regulated learning is the ability of learners to actively monitor, control, and regulate their own learning process (Schraw, Kauffman, & Lehman, 2006). Students should be prepared for self-regulated learning, which is defined as a learning process in which self-generated thoughts and behaviors are systematically directed toward the attainment of the student's own goals (Zimmerman & Schunk, 2008). It involves setting goals,

planning, organizing, and evaluating one's own learning. Students who have good self-regulated learning tend to be better able to plan, monitor and evaluate their reading process, thus improving their comprehension of the text (Sutiono et al., 2022). Self-regulated learning enables students to develop and implement successful strategies for maintaining their reading habits (Chu et al., 2020).

Some previous studies have shown a positive relationship between self-regulated learning and reading comprehension in EFL students. However, most of these studies were conducted in higher education contexts or in specific countries. Research on the influence of self-regulated learning on EFL students' reading comprehension in Indonesian high schools is still limited.

To support this research, the researcher takes review of related articles from other researchers. A research conducted by (Ningsih, 2017) in junior high school, namely MTs Al-Asror Sekampung aimed to know if there is a positive and significant influence of using self-regulated learning on the students' reading comprehension ability. The researcher concluded that using Self-regulated learning as a strategy was an alternative strategy that can influence the students' reading comprehension ability. Still at the same level by Ulfah (2021) Conducted SRL training found a significant difference before and after the SRL intervention in the student learning process.

Moreover, in the students' level by Sutiono et.al (2022). This study was carried out to investigate the second and fourth-semester students' levels of SRL in reading comprehension terms of SRL components. This research was causal-comparative. The limitation of this study is that further exploration of the effect of self-regulation strategies on student self-efficacy, motivation, and reading comprehension was not conducted.

Based on that, this study aims to investigate the influence self-regulated learning strategy on English reading comprehension performance among high school English as a Foreign Language (EFL) learners. The research problem specifically focuses on examining the extent to which SRL influences the reading comprehension abilities of EFL learners.

By exploring the relationship between self-regulated learning strategies

and English reading comprehension, researchers aim to uncover how learners' metacognitive, cognitive, and motivational processes influence their reading comprehension abilities.

Understanding the influence can have several practical implications for language teachers, curriculum developers, and learners themselves. It can inform the design of effective instructional strategies that promote self-regulated learning, enabling learners to become more independent and effective in their language learning journey. Based on that, the researcher is interested in conducting research in one of the high schools in Kediri, namely SMK PGRI 2 Kediri. Therefore, the author will conduct research with the title: **The Influence of Self-Regulated Learning Strategies on Reading Comprehension among High School EFL Learners at SMK PGRI 2 Kediri.**

B. Identification of the Problem

Based on the background that has been presented, the following are the identification of research problems regarding the effect of self-regulated learning on reading comprehension in EFL students in Senior High School:

1. Low reading comprehension of EFL students in Senior High School
 - a. Many EFL students in Senior High School still experience difficulties in understanding English texts.
 - b. Low reading ability can hinder the development of other English language skills.
2. Lack of utilization of self-regulated learning in learning to read
 - a. Most EFL students have not optimally developed self-regulated learning skills in the reading process.
 - b. Teachers have not maximized in facilitating the development of students' self-regulated learning in reading learning.
3. There is limited research on the effect of self-regulated learning on EFL students' reading comprehension in Indonesian high schools.
 - a. Previous research has mostly been conducted in the context higher education or in certain countries.

- b. Similar research in senior high schools in Indonesia is still limited.

The identification of these problems indicates the need for further investigation of the effect of self-regulated learning on EFL students' reading comprehension in Indonesian senior high schools. The results of this study are expected to contribute to the development of effective reading learning strategies for EFL students.

C. Limitation of the Research

As stated in the title, the researcher is motivated to find out whether the Self-Regulated Learning strategy has significant effects on teaching reading comprehension. As most of EFL students lack fully developed self-regulated learning skills during the reading process, the reading comprehension issue in this case is that students are unable to control their performance while comprehending the text. In this study, the researcher focused on finding out the influence of self-regulated learning on reading comprehension of EFL learners in High School level at SMK PGRI 2 Kediri in students in academic year 2024/2025.

D. Formulation of the Research

Based on the background and problem identification that has been described, the following is the formulation of the research problem regarding the effect of self-regulated learning on EFL students' reading comprehension in Senior High School:

1. How are the students' reading comprehension before being taught with SRL strategy at SMK PGRI 2 Kediri?
2. How are the students' reading comprehension after being taught with SRL strategy at SMK PGRI 2 Kediri?
3. Is there any significance influence of SRL strategy on student's reading comprehension at SMK PGRI 2 Kediri?

E. Research Purpose

1. To understand the students' reading comprehension before being taught with SRL strategy at SMK PGRI 2 Kediri.
2. To understand the students' reading comprehension after being taught with SRL strategy at SMK PGRI 2 Kediri.
3. To find out the significance influence of self-regulated learning on reading comprehension of EFL students in high school at SMK PGRI 2 Kediri.

F. Significance of the Research

This research topic holds significance in the field of language education as it seeks to improve our understanding of the role of self-regulated learning strategies in English reading comprehension, ultimately leading to more effective teaching and learning practices.

The followings are some important points regarding the significance or benefits of the research on the influence of self-regulated learning on reading comprehension in EFL students in Senior High School:

1. Theoretical Contribution
 - a. This study can make theoretical contributions in enriching the literature and understanding of the role of self-regulated learning in improving EFL students' reading ability.
 - b. The results of the study can be a reference for the development of English language learning theories, especially related to effective reading strategies for EFL students.
2. Practical Implication
 - a. For the students

This study can help EFL learners in senior high school especially students of SMK PGRI 2 Kediri to realize the importance of self-regulated learning in improving their reading comprehension.
 - b. For the teacher and headmaster
 - 1) The research findings can provide insights for English teachers in high schools in designing and implementing more effective reading

learning strategies by utilizing self-regulated learning.

- 2) The research results can be taken into consideration for schools and policy makers in developing programs to improve EFL students' reading skills.
- 3) The results of the study can be the basis for the development of programs or interventions to facilitate students in developing self-regulated learning ability.

c. Other researchers

- 1) This research can contribute to the development of science, especially in the field of English language learning and educational psychology.
- 2) The research findings can be a reference for future studies related to self-regulated learning and reading comprehension of EFL learners.
- 3) The significance of this research is expected to provide theoretical, practical, and methodological benefits, as well as making a positive contribution to students, teachers, and the development of science.

G. Definition of Key Terms

1. Self-Regulated Learning

Self-regulated learning is the ability of students to actively organize and manage their own learning process, including goal setting, strategy selection, monitoring, and evaluation. Student that has a good SRL if they are planning, monitoring, control, and reflection in their learning process. (Pintrich, 2000)

2. Reading Comprehension

Reading comprehension refers to students' capability to understand, interpret, and analyze information included in reading texts, whether literal, inferential, or critical. Reading Comprehension In this study, students are able to understand the primary idea, specific information, stated unstated information, inference, and vocabulary meaning through the text. (Brown, 2004)

3. High School EFL (English as a Foreign Language) Learners

EFL students are students who study English as a foreign language in a formal education environment, not as a mother tongue or second language. The characteristics are have a wide range of English proficiency, from beginner to advanced at the high school level.

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