



Comprehending Analytical Exposition Text Through Self-Regulated Learning Strategy in Senior High School

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Abstrak

Strategi pembelajaran mandiri (*Self-Regulated Learning Strategy*) adalah salah satu kerangka yang dapat diterapkan untuk meningkatkan pemahaman membaca siswa. Penelitian ini bertujuan untuk mendeskripsikan bagaimana tahapan *Self-Regulated Learning* dalam memahami teks Eksposisi Analitis dan bagaimana pemahaman membaca siswa pada teks Eksposisi Analitis melalui penerapan strategi tersebut. Subjek penelitian ini adalah siswa kelas XI di salah satu SMA Negeri di Surabaya. Penelitian ini merupakan penelitian kualitatif dengan menggunakan observasi, rubrik tugas membaca siswa, dan juga kuisioner sebagai instrument sekunder. Penelitian ini menemukan bahwa pemahaman siswa pada teks Eksposisi Analitis sangat baik dengan menerapkan tahapan strategi *Self-Regulated Learning*-fase pemikiran, fase kinerja, dan fase refleksi. Ini membantu siswa dalam memahami teks melalui persiapan, kinerja, dan evaluasi.

Kata Kunci: *Eksposisi analitis, Membaca, SRL Strategy*

Abstract

A Self-Regulated Learning Strategy is a framework that can be applied to promote students' reading comprehension. This study aims to describe how the stages of Self-Regulated Learning are in comprehending Analytical Exposition text and how the students' reading comprehension is on Analytical Exposition text through the implementation of that strategy. The subject of this study was the students of eleventh graders at a particular Senior High School in Surabaya. This study was qualitative research using observation, rubric of students' reading tasks, and also questionnaire as a secondary instrument. This study found that the students' comprehension of Analytical Exposition text was excellent by implementing the stages of Self-Regulated Learning strategy –forethought phase, performance phase, and reflection phase. It helped students comprehend the text through preparation, performance, and evaluation.

Keywords: *Analytical exposition, Reading, SRL strategy*

INTRODUCTION

Reading is a receptive skill that is important for understanding and developing knowledge for learners. EFL students will know something that they had never known before through the reading activity. They can expand their

vocabulary, knowledge, and other skills that are significant for their language development. As a primary and complex skill, the students should attain the components of reading activity. However, some students may feel so bored and have difficulty with the reading activity. It is supported by a study in Filipina (Daguay-James & Bulusan, 2020) that the students found they got problems in a reading activity and faced difficulties in comprehending, focusing, visualizing, and guessing the vocabulary meaning. Nevertheless, according to Road & Associates (2004), there are five essential components in reading skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Thus, the students should grasp the elements of reading as an integrated skill and source of knowledge to advance their language ability.

Comprehending text as one of the five principal components above might be more difficult for some genres. Earlier research by Sari (2017) stated that type of genre also impacts the students reading comprehension. In this case, students have their own reading level, and there are various texts they learn at school. It cannot be guaranteed that someone who comprehends a type of text will be good in a different kind of text. It is also known that every kind of text might have its own characteristics, such as the text structure, social function, and language features (Fitri & Rozimela, 2020). Hence, students may have difficulties understanding the aspects of the text if they cannot distinguish the distinctive components of the text.

As previously explained, the genre of texts probably impacts the students' comprehension. Then, through many kinds of text that are learned, Analytical Exposition text is a form of text that is studied by Indonesian students. At that point, the Analytical Exposition text might be more complex than the others because it refers to persuasive and argumentative text. Here, the authors give some arguments or data supporting the thesis statement. However, in the Analytical Exposition text, the authors only deliver their one-sided point of view without demanding the readers to do something (Yuliana & Gandana, 2018). Therefore, to develop their skills and solve their obstacles in reading comprehension, the students should find the appropriate strategy to be applied. Then, Muhid et al. (2020) analyzed the components of metacognitive strategy on students' reading achievements. He believed that the number of metacognitive elements, including planning, self-monitoring, and self-evaluation, can positively impact reading comprehension. Those metacognitive components are also regarded as a Self-Regulated Learning strategy.

Self-Regulated Learning (SRL) is one of many strategies that possibly develop students' comprehension. The concept of Self-Regulated Learning is stated in the previous research that is a framework where the learners are stimulated to manage their intelligence, emotion, and action in learning (Cirino et al., 2017). Then one of the originators of the Self-Regulated Learning theory is Zimmerman (1986). As quoted by Panadero (2017), there are three models of

Self-Regulated Learning that have been developed by Zimmerman. The first is the Triadic analysis that involves three systems of Self-Regulated Learning: environment, behavior, and self-level (person). This model is related to the social-cognitive theory by Albert Bandura, which studied how students learn and obtain their cognitive into proficiency in their assignments. Then, the second model is called Cyclical Phase. In this model, the process includes three stages: forethought, performance, and reflection. This model emphasizes on the level of students concerning metacognitive and motivation in the learning process. The next is the third model, defined as the multi-level model of Self-Regulated Learning. This model has explained the stages of observation, emulation, self-control, and self-regulation. However, from those three concepts of Self-Regulated Learning explained, this study is interested in exploring the Cyclical Phase by Zimmerman because it is mainly referred to by researchers (Sholeh, 2019). In addition, the concept of Self-Regulated Learning is interesting for both teachers and learners because it can be combined with other learning models (e.g hybrid learning, online learning, flipped learning, etc.) and applied to any subject. Hence, the instructions of Self-Regulated Learning may efficiently develop students' learning skills and achievements, especially in reading skills.

Furthermore, some other researchers have discussed this topic. Cirino et al. (2017) have studied the interconnection of Executive Function, Self-Regulated Learning, and reading comprehension. The research revealed the relationship between the implementation of Self-Regulated Learning and reading comprehension that it develops students' reading performance and their background knowledge of the material. Another research by Sholeh (2019) also investigated the implementation of Self-Regulated Learning through the voluntary reading method of EFL students' reading class. This study presented the correlation between each step of the Self-Regulated Learning strategy that is applied with voluntary reading, which results in better reading comprehension for students. Then, research by Mohammadi et al. (2020) has observed the relation among the elements of Self-Regulated Learning instructions, reading comprehension, and problem-solving in EFL learners. It found that the instructions of Self-Regulated Learning extremely affect the students' understanding and problem-solving in reading. In addition, the cognitive and metacognitive components of the strategy fulfill a considerable role in the development of students' reading attainment.

From the previous studies above, most of them observed the influences of implementing the Self-Regulated Learning Strategy and EFL reading skills. They also used quantitative research for their studies. Nevertheless, it still needs to be examined and developed, and especially it is rare to find out the use of a Self-Regulated Learning strategy in comprehending Analytical Exposition Text. Thus, this research studied the use of Self-Regulated Learning strategies on EFL reading comprehension in Analytical Exposition text. It was unique from the

previous studies because they did not apply the Self-Regulated Learning strategy on exact kind of text.

METHODOLOGY

This research used qualitative research by considering several components, and the data would be descriptive qualitative data. First of all, this study proposed to describe the implementation of the forethought phase, performance phase, and reflection phase of the Self-Regulated Learning strategy in comprehending Analytical Exposition text. The data will be collected from an observation that the instruments are in the form of field notes and recordings. Filed notes are essential to report what the researcher has seen and heard related to the teaching and learning activity. It is also supported by a video or audio recording that is used. Secondly, the researcher explained how the students' reading comprehension of Analytical Exposition text through the implementation of the Self-Regulated Learning Strategy. The data is collected from the observation and students' tasks. It also used a reading comprehension rubric to know the students' understanding of Analytical Exposition text related to the research objectives. In addition, to attain more detailed and convincing information, the researcher made an open-ended questionnaire as the supplementary instrument that was adapted from the previous studies related to the lesson plan model of Self-Regulated Learning by Gilboy et al. (2015); Lai & Hwang (2016); and Ökmen & Kılıç (2020). This study is conducted for a teacher and students of 11th graders at a particular Secondary High School in Surabaya. Thus, the data is processed in qualitative research analyses, and the stages are familiarizing and organizing, coding and reducing, and interpreting and representing the data (Ary et.al., 2010).

RESULTS AND DISCUSSION

1. The Implementation of Self-Regulated Learning Strategy in Comprehending Analytical Exposition Text

From the observation, the teacher has implemented the concept of Self-Regulated Learning. Self-Regulated Learning is a learning strategy in which the students train themselves in the learning activities by emphasizing their cognition, motivation, and emotions (Panadero, 2017). In the learning implementation, the teacher may give some prompts to the students to prepare themselves for studying and do their best in the learning activity. It means that the teacher stimulates and guides the students in learning to develop their skills.

In this research, the learning strategy is applied to an eleventh grader of Senior High School, containing 33 students. The students study the material of analytical exposition text for the synchronous and asynchronous class. The implementation of the hybrid learning model is applied during the pandemic COVID-19. The learning model is also suitable for the concept of the Self-Regulated Learning strategy that the reading activity can be divided into pre-

reading, while reading, and post-reading. According to Zimmerman, (1989), the stages of Self-Regulated Learning are divided into some models. One of them is called as Cyclical Phase. The Cyclical Phase of the Self-Regulated Learning strategy is described as the learning process that contains three stages of forethought stage, performance stage, and reflection stage. It is related to the learning activity that is applied by the teacher in this study. The pre-reading activity is similar to the forethought phase in which the students do autonomous learning at home. Then, they continue the reading stages in synchronous class for discussion and presentation. The last stage is when the students evaluate their achievement for better performance in the following material.

Table 1. The Criteria of Observation Checklist of Self-Regulated Learning Strategy

SRL Strategy	Teacher's activity	Students' activity
Forethought Phase (Pre-class)	Giving instruction to the students to study the material of Analytical Exposition Text at home	Studying the material by reading and re-reading the text
		Looking for the meaning of the difficult words
		Taking notes of important points
Performance Phase (During class)	Asking the students to discuss in the class to know students' comprehension	Presenting their knowledge in the class
	Asking the students some questions related to the material to check students' comprehension	Discussing some issues related to the material
	Explaining the material for students' reinforcement of the learning topic	Answering the teacher's questions related to the material
Reflection Phase (After class)	Giving instruction to the students to evaluate their performance related to Analytical Exposition text through a reading task	Evaluating and reflecting their performance for better reading achievement

Forethought Phase

In the first observation, the teacher applied online learning. It is a synchronous activity through Google meet. The learning activity is done as regularly that the teacher opened the class by asking about the students' conditions and preparation for the learning activity. While the teacher finished the learning discussion, the students were asked to prepare themselves for the next material that would be discussed in the next meeting. The teacher also gave an instruction in the WhatsApp group after the face-to-face meeting. In this case, the teacher instructed the students orally and written, so that they would notice it.

From the research's observation, the teacher has implemented the forethought phase of Self-Regulated Learning stages. It can be seen from the teacher's verbal action before leaving the class that the teacher had instructed the students to study the next material or the next topic individually at home. It

was related to the concept of the forethought phase of Self-Regulated Learning strategy. It is a stage where the teacher gives instruction to the students to prepare themselves before doing the learning activities in the class. Then, in this stage, the students should emphasize themselves as self-learners in training their abilities and enriching their background knowledge. Sholeh (2019) stated that in the forethought phase, the students will emphasize themselves in completing their reading activity by setting the reading goals, re-reading and re-checking the material, and being consistent in reaching the reading achievement.

It was identified that the students applied the pre-class activity in studying the material of analytical exposition text. They read the material of analytical exposition text individually at home. They also wrote some important points related to the material, including the difficult vocabulary. However, some students only search for the meaning of difficult words without writing down the meaning in the book. Reading the material before the class started made the students more prepared to face the learning activity. Through the teacher's instruction, the students would set their goals in learning. They immediately knew the target that they should reach during the class. Thus, the students read and re-read the material, took some notes, and also tried to find out the meaning of the new vocabulary. Those activities probably develop the students' reading comprehension of the text.

In conclusion, the forethought phase was implemented by the teacher and the students. The role of the teacher was as a guide and instructor for the students. The teacher may assist the students to enhance their reading understanding. Then, the students should devote themselves to developing their reading skills by doing some preparation to gain information, enforce the background knowledge, and be confident in the reading activity. It was consistent with a research by Z. Sun et al. (2018) that found the value of pre-class activity for the students' learning success in preceding knowledge, self-efficacy, and help-seeking strategy in the learning.

Performance Phase

The next stage is called as performance phase. In this stage, the students should perform or present their skill and achievement that was attained in the forethought phase. According to Cirino et al. (2017), the students' comprehension and performance increased as they explored their knowledge and skill in the previous stage. In this stage, the student may monitor themselves through the discussion, and the teacher gives reinforcement on the students' performance.

From the observation, the teacher and the students discussed about the material of the analytical exposition text. As instructed previously, the students were asked to study autonomously at home. Then, they had a discussion in synchronous class. The teacher checked the students' understanding of the concept of the analytical exposition text. The questions were about the definition

and the function of the text. The students could briefly explain the concept of analytical exposition text. It means that they have read and known the material. Furthermore, to know the students' understanding of the text, the teacher inquired the students to mention an example related to analytical exposition text. The students answered correctly and have recognized the material of the analytical exposition text. Especially through the pre-class stage, the students must search for some information about the text. They could understand it well by giving an example related to the recent issues today.

After discussing the concept of the text, the teacher provided an example of analytical exposition text about "*Why does learning English important?*", and the students should consider the structures. However, the students had read the text before the discussion was started. As result, the students could determine the thesis of the text that it was in paragraph 1. They also elaborated their answers well. They mentioned that the arguments were in the second, third, and fourth paragraphs. The students determined those paragraphs were the arguments because they contained the data supporting the thesis. The last, the students answered that the last paragraph was the conclusion.

In the second meeting, the teacher and the students discussed a new title for the text, "*The importance of rainforest*". However, before the discussion started, the students had instructed to read the text at home. The teacher also reviewed the previous material before starting the learning. The students looked like they had understood the material because they still remembered the definition of analytical exposition text. The teacher also asked them about the difficult vocabulary, but they had no problem with the vocabulary within the text.

In the discussion, the students determined that the text aimed to persuade the readers that the rainforest was important in our life. The other students also said that the function of the text is to convince the reader about the importance of the rainforest. It was correct that analytical exposition text refers to persuasive text. It persuades or convinces the readers about the issues that are conveyed (Kurniawati & Kurniawan, 2017). Furthermore, the teacher asked some questions related to the text about why the rainforest was important. The students elaborated the reason in sequence. They could explain that the answer was in paragraph 1 because it was scripted that the rainforest was remarkable. In the next question, the teacher then inquired for more precise information and the conclusion about the text to know how well the students understood the text. The students explained by giving the advantages of rainforest and the conclusion of the text. They also had known that the last structure of the text was called a reiteration or a conclusion.

Through the students' explanation, it looked like they had understood the issue that was conveyed in the text, in which the author provided his opinion with relevant data to support his thesis. They also grasped the detail information and deliver their opinion through their answer that the issue in the text was related to

life. They may correlate the problem with the situation nowadays that made them easier to grasp the meaning and the context of the text. Then, they did not have any problem with the vocabulary in the text because they answered the questions appropriately and confidently. After they answered the questions, the teacher explained the text as the reinforcement for the students for better recognition.

In conclusion, the students' performance stage aims to look at how far the students engage in the learning activity. Since the students had a good accomplishment in the forethought phase for encouraging their prior knowledge, they probably involved in the in-class activities (Z. Sun et al., 2018). It could be seen from the students' participation in answering the teacher's questions to check their reading comprehension. The students answered the questions correctly and confidently. It means that their reading performance in the class was reflected in the autonomous reading activity at home. When they read and re-read the material, it could support them in understanding the material better. Especially through the discussion when they were able to ask or answer the teacher's question. They could develop their reading skill, reading belief, and self-efficacy.

Reflection Phase

The next stage is called as reflection phase. In this phase, the students evaluated their reading performance to develop their reading comprehension to be better. The students were revealed that they could identify their reading problems. They had determined what they had to improve and what they had to maintain in learning. They also might be more competent in finishing their reading assessment. According to Sholeh (2019) the students who have a good self-regulatory tend to be more capable in their learning accomplishments not only in reading but also in other subjects. Through reflection, the students understood their academic weaknesses and strength, especially after they passed the stages of the forethought phase and performance phase.

In the first observation, it was known that the teacher had given the students some instruction to study the material at home. The students immediately identified their issues in comprehending a text. Few of them might be confused with unfamiliar words. In this case, they would use Google or a dictionary to look up the definition of the term. Some of them even had written the new vocabulary for better recognition. Then, the other day, when the teacher asked about vocabulary issues, they had understood the meaning of the vocabulary. It indicates that the students had developed their vocabulary acquisition and had adequate preparation for beginning the reading class.

Moreover, another case was about the students' problem related to the structure of analytical exposition text. In the forethought phase, the students had studied the material about analytical exposition text. They also had a good result in the discussion. Nevertheless, a few of them are still confused to determine the structure of the text through the main ideas of the paragraph. They thought that

they should comprehend each of the main idea to understand the structure of the analytical exposition text. Through the discussion, assessments, and reflection the students finally recognized their problem and could find the answer. In this stage, the students could develop their ability in problem-solving as well as enhance their cognition.

In summary, the students had finished implementing the stages of the Self-Regulated Learning strategy. The stages were connected each other and should be integrated (Zheng et al., 2020). It signifies that one step of the method has an appropriate impact on the other learning stages. It was exposed that applying the three components of Self-Regulated Learning was important to support them in comprehension skill. Firstly, the students prepared themselves in the forethought phase to gain a prior knowledge about the material. Then, after did some activities in the preparation stage, they discussed the material that they have been attained in the class to check their understanding. The last, they did an evaluation for their achievement of the material by doing a reading task.

2. Students' Reading Comprehension on Analytical Exposition Text through Implementation of Self-Regulated Learning Strategy

From the observation and explanation above, it was obviously interpreted that students could take initiative and responsibility in learning. The strategy and the learning model construct them to be self-learners to achieve their goal in learning. Then, in the last activity of the class, the teacher gave a reading task to the students to check their results in implementing a Self-Regulated Learning strategy in a reading class. The task consisted of 15 multiple-choice questions including the LOTS (Lower Order Thinking Skills) and HOTS (Higher Order Thinking Skills) about the material of analytical exposition text. The students should answer the task individually and honestly without discussing it with the other students.

Table 2. Students' reading Task

No.	Questions	Level
1.	What is the main idea of text?	LOTS
2.	What does breakfast provide us?	HOTS
3.	"..... typically men <u>require</u> more energy than woman." What is the meaning of the underlined word?	LOTS
4.	Dio is nine years old now. How much energy does he need to do his activity?	HOTS
5.	Which one is true according to the text?	HOTS
6.	What kind of text is it?	LOTS
7.	What topic does the writer want to present?	LOTS
8.	What is the purpose of the text?	HOTS
9.	What is the function of the first paragraph?	LOTS
10.	What is the function of the last paragraph?	LOTS
11.	According to the text, why don't most of people exercise?	HOTS
12.	Which one is not the advantage of exercise?	HOTS
13.	What can we do to exercise while we are busy?	LOTS

14.	"In physical reword, exercise can reduce weight then our body will become fitter." The word "fitter" can be replaced with	LOTS
15.	The third paragraph of the text above tells us about	HOTS

From the observation of the students' reading task, the students could answer the question that was given by the teacher and few of them still got a problem deciding the right answer. Questions number 1 and 7 were about the main idea of the text. These questions commonly referred to LOTS, such as "*what is the main idea of the text?*", "*what topic does the writer want to present?*". The students did not have any problem determining the main idea of the text. They answered, "*The three benefits of having breakfast*", and "*The danger of air pollution*" for the main idea of the text. All the students could answer correctly. It means that the students had a good comprehension of the text because they determined the appropriate answers that represented the main idea of the text.

Then, they also had a question about the detailed information of text in numbers 2, 11, 12, and 13. Most of the students could answer the questions correctly. Nevertheless, there were a few students still distracted in deciding the correct answer because some of the questions were in HOTS. For example, in the question "*Why don't most of people exercise?*". In the text, it had written that the majority of people do not do exercise because they spent their time working and doing business. The students misinterpreted the sentence and they were confused with the answers. It can be happened because they do not pay attention to the detailed information and re-check the answer. Even though there were few of them had a problem determining the detailed information, most of them had a great focus and adequate comprehension.

Furthermore, the questions number 3 and 14 are about vocabulary. Most of the students did not have any problem understanding the vocabulary. This type of questions referred to LOTS. They could find the meaning and the synonym of some vocabularies in the text. For example, in the word "*require*", and "*fitter*". The student found the synonym of those words were "*need*" and "*healthier*". There were few students who were still confused to find the appropriate meaning of those words. Perhaps, they did not check the words in the dictionary or other sources. Although there were students who had false in interpreting some words, a lot of students had a good competence in acquiring vocabulary. It can be identified from the students' results of the reading task. They have not had a crucial issue related to vocabulary acquisition, and they were pretty good in reading comprehension, especially in answering questions in the task. In fact, most of them could determine the proper meaning of the vocabulary.

Moreover, the students' interpretation for questions number 4, 5, 6, 8, 9, 10, and 15 were sufficiently good. It could be seen from the students' task that most of the students could determine the correct answer for reading comprehension, even though a few of them still had a wrong answer because some of the questions were in HOTS that needs a higher focus. In fact, most of the students

had shown that they did not only focus on the main idea of the text, but they could grasp the information by comprehending the whole data. For example, in determining the energy that was needed for a boy who was nine years old to do his activity. Most of the students answered 1970 kilocalories because it was written that boys who were aged 7 until 10 years old had consumed approximately 1970 kilocalories per day, and for the girls were 1740 kilocalories. The amount was also different for adult men and women. Most of them who answered correctly revealed that they re-checked and were careful about the numbers and the gender. Then, they who had a wrong answer, might be distracted by the information and did not re-check their answer.

In short, based on the students' result of reading task, it can be stated that the students had an outstanding reading comprehension through the implementation of the Self-Regulated Learning strategy that had been applied in analytical exposition text material. From the 15 numbers of questions, most of the students could answer perfectly and correctly. It means that they had maximized the implementation of the stages of Self-Regulated Learning in comprehending text and it was advantageous for them. It was verified by Chuang et al. (2018) that the Self-Regulated Learning had benefits on students' learning, especially in promoting their language motivation, language beliefs, and self-efficacy in reading. It was confirmed by this study that the students' reading result indicated the positive effects through the implementation of Self-Regulated Learning strategy in reading analytical exposition text.

3. The Questionnaire on the Students' Implementation of Self-Regulated Learning Strategy in Comprehending Analytical Exposition Text

The questionnaire was given as a complementary instrument that aims to support the basic instrument used in this research. The questions in the questionnaire were connected to the stages of Self-Regulated Learning in the reading activities. The researcher checked the response of the questionnaire to find out the equivalent result to the observation. It was found that the students' answers in the questionnaire matched the result of the observation. It even provided more detailed information to promote the result of the observation about students' activities in implementing the Self-Regulated Learning strategy for comprehending Analytical Exposition text.

Table 3. Students' responses of The Stages of Self-regulate Learning Strategy

SRL Strategy	Students' responses
Forethought Phase	I study the material before the class because in order to make it easier to understand a material well by taking advantage of the time in the evening before the morning.
	I always look for the meaning of difficult words because by looking for the meaning, it can help me find out the contents
	By taking notes I can remember the material easily
Performance Phase	I present my knowledge in the class because it will be able to hone my knowledge and help my friends to better understand the material

	When I don't understand the material, the first thing I do is ask my friend about it. Then we can discuss about the material. Then if with the discussion we are still confused, I will ask the material to my teacher
	By reading the text, I can retell the information from the text and do a discussion
Reflection Phase	I am satisfied with my reading skill in general, I can identify most words even the really difficult ones. But of course, I am open to any improvements that might come in the future
	If the topic was too complicated, the words have difficult meaning and the information in the text is implied, it was difficult for me

The result of the questionnaire concluded that all data collected by the researcher was sufficient and convincing to answer the research objectives regarding the implementation of the Self-Regulated Learning for comprehending Analytical Exposition text. It was confirmed in the questionnaire that the students have prepared their learning before the class started with the reason that it made them more ready to face the learning activity and also for better understanding of the material. Then, they presented their reading understanding in the discussion because they wanted to check their comprehension, and improve their ability. During the learning activity, they also evaluated their reading skill by identifying their reading problems and trying to fix them.

From those activities, the students revealed that some of them were satisfied with the result of the implementation of the Self-Regulated Learning strategy in comprehending Analytical Exposition text. However, few of them felt that they need to study harder, and be more engaged in the learning activity to develop their reading ability. It was in line with the previous study by van Alten et al. (2020) that discovered the students' learning achievement and satisfaction through the implementation of Self-Regulated Learning strategy. Meanwhile, there were other aspects that may influence their learning achievement.

CONCLUSION

As regards the result and discussion, it can be approved that the implementation of the Self-Regulated Learning strategy can help students' reading comprehension in analytical exposition text. It can be seen from the implementation of the forethought phase that the students emphasized their reading preparation before facing the reading class. They enriched their knowledge and did some kinds of activities to recognize the material. Then, the students showed their reading achievement in the class through the discussion after they had learned in the previous stage at home. Finally, they finished the task as an evaluation for developing their reading comprehension skills after taking discussion in the class. The evaluation as a reflection stage where the students could evaluate themselves to get better comprehension. Nevertheless, there were some students who still found difficulty in comprehending certain text because it had some new words and the topic or issue that was conveyed was

unfamiliar to them. The problem has commonly happened because they rarely read the text. But, most of the students satisfied with the implementation of the stages of Self-Regulated Learning strategy because it helped them to comprehend the text better and made a good behavior with self-preparation for learning.

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