Students' Perceptions on Learning Independence: How Self-Regulated Learning Strategy Helps?

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ABSTRACT

This study aims to determine the students' perception on Self-regulated learning strategy and how the strategy helps them become independent learners. Literal Reading, as the setting, is an educational course working on literal comprehension and assigned to 2nd semester students. This research was carried out using a self-regulated learning strategy with the phases; (1) Forethought and Planning phase, (2) Performance Monitoring phase, and (3) Self-Reflection phase. 120 students were selected as participants with a case study method. A questionnaire and a deep interview were employed to observe

how students perceived the implementation of the strategy and how it helps them to be independent learners. The findings indicate that most students perceived the self-regulated learning strategy positively by exhibiting some independent characteristics, such as the ability to make learning plans, complete learning journal, track strengths and weaknesses, and evaluate their learning progress. Self-regulated learning strategy helps them become less dependent on the lecturer, more organized, and acknowledge themselves better.

Keywords: *EFL; higher education, independent learning skill; reading comprehension; self-regulated strategy*

I. INTRODUCTION

Independent learning skill is specifically possessed by most university students. This was in line with Sam et al. (2012) where these students were expected to activate learning independence, self-reliance, and autonomy. The educational independence involves positive students' participation to meet individual needs and goals through different real-time considerations (Broad, 2006). This leads to the importance of inserting learning independence goals into the academic processes of most universities.

Several previous studies have also been conducted to support this independence process for university students. For example, Pejuan and Antonijuan (2019) implemented remedial actions to foster students' independent learning skills. These actions were applied to first-year engineering students, with positive perceptions obtained towards learning independence. Meeus et al. (2009, p.480) also employed a portfolio to stimulate this learning process. Using a quasi-experimental method, the improvement of students' metacognitive knowledge was also observed through a quasi-experimental method, although comprehensive and influential utilization patterns were not stated. In this case, students' independence was also developed through the provision of opportunities.

A self-regulated learning strategy is one of the processes supporting independent learning. This goes along with Field et al. (2014, p.2), where the phases of the strategy enabled students to set learning goals, plan learning activities, work with peers, and evaluate performances. El-Koumy (2019, p.217-218), citing Mynard and Sorflaten (2003, p.35), also stated that independent students were characterized by self-reliance, as well as strength and weakness awareness. Furthermore, Yabukoshi (2020, p.769) proved that a self-regulated learning strategy was similar to the involvement of students in external activities, including home assignments. These previous reviews indicated the patterns by which self-regulated learning positively supported the process of independent learning through appropriate activities.

Reading skill needs to be mastered by students due to being considered one of the required English attributes. At the higher education level, this emphasizes comprehension skill, which is divided into 4 phases, namely literal, interpretive, critical, and creative (Sari, 2015).

In teaching reading comprehension, the use of a self-regulated learning strategy has been implemented in numerous reports. Jafarigohar and Morshedian (2014, p.277) applied the strategy to teach the development of in-text inferences, by guiding students with the instructions established from the principle of Zimmerman's model (2000), regarding self-regulated learning techniques. Based on the results, this strategy proved to be very effective, although the patterns by which students perceived its influences on independent learning were not comprehensively described. According to Hemmati et al. (2018, p.133), students' perception regarding motivation was observed through Zimmerman's model of Self-regulated learning strategy. This indicated that the strategy boosted students' reading motivation, although their academic achievements in reading skills were not significantly affected. Besides working with students' motivation, this learning strategy also evaluated and reflected learning processes, which should have been observed. For Nejabati (2015, p.1347), a self-regulated learning strategy was subsequently used to teach the reading comprehension presented in TOEFL. Besides being effective to improve students' abilities, the strategy is also considered prominent to explore its influential patterns on students' learning independence, due to emphasizing educational autonomy.

Literal Reading course as the setting of this research was opted because it involved beginner level of students in 2nd semester. It is considered important to build the independence since students in early year of college. Reading is viewed as a skill that can be integrated well with students' independence since it requires various learning activities that should be done even when students are at home.

Therefore, this study aims to describe the students' perceptions on implementing Self-regulated learning strategy on students' and how the strategy helps them to be independent in learning. The proposed study questions are as follows:

1. What is students' perception on self-regulated learning strategy?
2. How does this strategy help them become independent in learning?

II. LITERATURE REVIEW

II. 1. Zimmerman's Model of Self-Regulated Learning Strategy

According to Zimmerman (2000, p.86), a self-regulated learning strategy provided assistance to students, to accommodate their individual academic needs. This was conducted by defining the important qualities of the academic field and embedding the strategy as a whole analytical process, compared to skill mastery.

In the developed model, this strategy emphasizes the three enhancement phases used to self-monitor, self-review, and self-evaluate. Panadero and Alonso-Tapia (2014, p.452) also summarized Zimmerman's model of self-regulated learning strategy as follows:
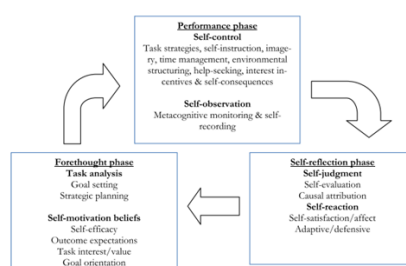

Figure 1. *Self-regulated learning strategy phases*

Based on Figure 1, the Forethought and Planning Phase prioritizes the development of students' self-efficacy. This included the activities of setting goals and planning learning strategies. According to Bloom (2013, p.50), goal-setting positively affected students, regarding higher grades, self-confidence, and self-autonomy orientation.

The Performance Phase shows the ability to monitor learning processes through self-management consideration, help-seeking, and self-instructions. Since students are required to always track their learning progress according to the set plans and goals,

the implementation of this phase is likely to be time-consuming. This was in line with Bloom (2013, p.48), where learning progress monitoring enhanced the educational processes. In classroom activities, it is also important for lecturers to ensure students' self-monitoring performances. The role of lecturers as classroom assistant is subsequently reflected by providing feedback and assistance when needed. This supports Gonida et al.'s study (2019, p.159), where help-seeking from lecturers was a strategy to achieve educational goals, regarding the implementation of self-regulated learning techniques.

The Self-reflection Phase also emphasizes the self-satisfaction of students' achievements, indicating the patterns by which they evaluate learning processes. According to Paris and Paris (2010, p.98), self-evaluation prioritized positive students' characteristics regarding the following, (1) Attitude toward learning, (2) Learning interests, and (3) Educational enjoyment feelings.

II.2. Independent Learning Skill

Learning independence is characterized by several specific behaviors, such as the ability to determine the methods and patterns by which a learning process should be completed. According to Mckendry and Boyd (2012, p.211), independent learning needs to be reviewed as a process beyond andragogical learning processes, where students are expected to adopt a holistic approach while emphasizing capability.

In a study presented by Field et al. (2014, p.2), it was shown that independent learners were characterized by their responsibilities in managing studies, time, and themselves. They were also able to immediately learn and complete tasks, plan workloads, meet deadlines, and organize time. Based on these results, independent students prioritized the development of self-management responsibilities, according to the set goals and plans. The level of comprehension ability also varied from one student to another, leading to a challenge for lecturers to maximize each independence status.

II.3. Literal Reading

Reading comprehension as a skill is commonly divided into several levels, namely literal, interpretive, critical, and creative. According to Sari (2015, p.5), students need to obtain the materials developed based on their comprehension levels. In this context, literal comprehension adequately restates text facts, including word interpretation understanding, presented idea memorization, and event sequence recognition.

As a low level of comprehension, literal reading includes important educational activities, regarding the development of knowledge at a higher level. For Saadatnia et al. (2017, p.1091), this comprehension required the extraction of explicit information from a passage. This involved the ability to process words and identify individual interpretative elements from a long string compilation, including propositions and sentences. Based on these descriptions, literal reading comprehension should include the contexts, facts, and sequences existing in a text. Context is defined as the overall image from the correlation of facts, which are the information placed in a text. Meanwhile, sequences emphasize the patterns by which the information is chronologically arranged for specific events. This level of comprehension subsequently emphasizes the identification of appropriate and accurate word or vocabulary interpretations, to obtain reading information and other paraphrase passage inventories.

II.4. Method

II.4.1. Participants

A total number of 120 students of an English Literature Study Program took part in this research. More specifically, it consisted of 58 male students and 62 female students enrolled in a Literal Reading course delivered during the second semester at a State University in Semarang, Indonesia. The main reason for this choice is that it may be considered as an opportunity to develop independent learning habit given that reading activities can be done outside the classroom setting.

Those 120 students were involved in the learning activities with a self-regulated learning strategy and responded to the questionnaire distributed in this research, which will be described in the section below. Out of the 120 participants, only 40 – 17 males and 23 females – were selected to be the respondents of a deep-interview meant to justify how the strategy has helped them to become independent learners. Those 40 were selected using purposive sampling based on the responses they gave in the questionnaire.

II.4.2. Research Instruments

A case study design was used to determine the students' perception towards their independence in learning and how Self-regulated learning strategy helps them on the educational activities of Literal Reading Course. In this context, an experimental journal was adopted in acquiring the required data. According to Annink (2017, p.5), this journal was an effective instrument for data collection in qualitative study. Altrichter and Holly (2005, p.25) as in Somekh and Lewin (2005) also stated that the experimental journal was used to present all types of data through observation, interviews, and informal conversations. This was due to containing contextual information about the collection patterns of the required data.

In this research, a questionnaire was distributed to each student at the end of the English course, especially during the 16th meeting. The instrument, consisting of 16 items, was adopted from the model used by Sam et al. (2012, p.42), dealing with students' perceptions toward learning management (See Table 2), self-learning reflection (See Table 3), academic problem solutions (See Table 4), and dependent learning behaviors (See Table 5). Such perceptions were analyzed by using a 5-point rating scale, i.e., SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), and SA (Strongly Agree). In addition, the quantitative data obtained were analyzed by Statistical Package for Social Sciences (SPSS) Version 25.0. to test the validity and the reliability of the data gathered from the questionnaire. The questionnaire is presented below:

Table 2. *Students' perception toward their self-learning management*

No	Students' perception toward their learning management	SD	D	N	A	SA
1	I made a study plan for myself.					
2	I try to complete the majority of my goals, if not all of them.					
3	I require instructions on how to learn.					
4	I use learning strategies recommended by my professors.					

Table 3. *Students' perception toward their self-monitoring*

No.	Student's perception toward their self-monitoring	SD	D	N	A	SA
5	I use my knowledge in exam					
6	I can assess my learning progress					
7	I work hard to overcome my learning problems					
8	I can identify my strengths in learning					

Table 4. *Students' perception of solutions to academic issues*

No.	Student's perspective on how to deal with academic issues	SD	D	N	A	SA
9	I consult with my lecturer when I find difficulties					
10	I try to solve my learning problems by myself					
11	I explore other materials when I find difficulties in learning					
12	I ask for some advice from my lecturer if I cannot find the materials that I need					

Table 5. *Students' independent learning behavior*

No.	Student's perspective of their own learning styles	SD	D	N	A	SA
13	I always ask my teachers for further explanations when I do not understand my lesson.					
14	I only learn when rewards or qualifications are offered					
15	I rely only on my lecturer's explanations					
16	I have to review the lesson with the teacher					

A deep-interview with 15 questions was conducted to observe how the strategy helps students in terms of being independent learners (See Table 6). The questions of the interview were formed from the perceptions based on the purposes of a self-regulated learning strategy. They are validated through a triangulation process with 3 experts of ELT research. The responses gathered from the interview were then analyzed by thematic analysis by familiarizing the data, getting initial codes, searching for themes, and reviewing the themes. The questions are listed below:

Table 6. *Interview Questions*

No	Questions of Interview
1	How do you set your learning plan?
2	How does your learning plan help you study?
3	What types of instructions do you need from the lecturer?
4	How does the advice from the lecturer help you?
5	How does your learning journal help you study?
6	How do you identify your strengths and weaknesses in learning?
7	How do you maintain your strengths in learning?
8	How do you overcome your weaknesses?
9	How do you see your weaknesses?
10	How do you get your materials for study?
11	When do you feel you need to ask your lecturer?
12	How do you explain the roles of the lecturer in the learning process?
13	How do you explain your roles in the learning process?
14	How does Self-regulated learning strategy help you in learning?
15	How do you feel when working with Self-regulated learning strategy?

II.4.3. Procedure

First, the consent from the teacher to observe the learning activities was obtained. Next, the learning activities in the classroom were observed including the home-tasks given to the students. The observation was conducted during 14 meetings of the course. Based on the research diary, the implementation of a self-regulated learning strategy was observed in various learning activities as follows:

Table 7. *Research Diary*

Forethought and Planning Phase	Monitoring Performance Phase	Reflection on Performance Phase
• Exploring learning objectives with lecturers	• Developing learning journal	• Reviewing lecturer feedback
• Observing models/examples provided by lecturers	• Filling in a learning journal	• Planning next cycles
• Setting learning goals guided by lecturers	• Reporting learning journal	
• Plan learning cycles guided by lecturers	• Working with peers	
	• Discussing learning progress with lecturers	
	• Obtaining feedback from lecturers	
	• Reviewing utilized learning strategies	

Based on Table 7, the activities conducted in the Forethought and Planning Phase included the following, (1) Exploring learning objectives, (2) Observing models/examples, (3) Setting learning goals, and (4) Planning learning cycles. In this phase, the learning objectives were explained by lecturers as the competencies that needs to be mastered by students. By acknowledging the objectives, students were also expected to have insights into their potential performances and achievements during the lecture. Moreover, lecturers showed examples or models to students, which are expected to become guidance. Through this pattern, students are expected to possess a vivid perception of the type of performances needed for display. For students, the setting of learning goals emphasizes the educational objectives and examples displayed by lecturers. This indicated the freedom to set goals below, moderately, and beyond the standards of the example. In this case, lecturers determine students need more motivation to perform and complete the task. Lecturers also perceive information on those encountering difficulties toward task completion. Based on the planning learning cycles, students were assigned to develop plans for their educational activities. These plans included the list of activities performed in the classroom or at home. The activities were also chronologically

presented to show students' performance patterns toward task completion. In addition, students were instructed to include the learning strategies employed in the completion of the task. This means that all the information should be presented as a learning journal, for subsequent inclusion in the Performance Monitoring phase.

According to Table 7, the Performance Monitoring Phase emphasized the development of student's abilities toward being responsible for their learning processes and evaluations. In this case, the initially assigned activity prioritized the development of a learning journal, to record students' educational processes. Furthermore, students were required to fill the journal with their learning plans, planned activities, as well as classroom and home-executed tasks. This included the description of their strengths and weaknesses, based on the difficulties encountered during educational activities, as well as the problem-solving patterns regarding understanding, knowledge, and ability. The next activity focused on reporting the journal to lecturers, to monitor the progress of students and provide help when needed. This proved that lecturers need to provide opportunities for students, problem evaluation, and acquisition of feedback toward subsequent improvements. To improve collaborative learning skills, group activities were often provided to the students.

Based on the Reflection on Performance Phase, lecturers evaluated students' abilities by reviewing their learning journals and feedback. This phase aimed to build students' ability toward setting better plans and management on the next tasks or activities provided by lecturers. Therefore, students were expected to understand and acknowledge their progress, strengths, and weaknesses.

In the end of the course, specifically in the 16th week, a questionnaire was distributed to the students to assess their learning independence. The next step was analyzing the responses of the questionnaire. A week later, a deep-interview was conducted to view students' perspectives on how the strategy helps them. The next step was doing thematic analysis on the responses.

III. RESULTS AND DISCUSSION

III. 1. Students' Perceptions on Learning Independence

Within this section, the way students perceive their learning independence is described in detail. Thus, the findings are examined in terms of learning management, self-learning, solutions to academic issues, and independent learning behavior.

Based on Table 8, 57 participants prioritized the self-development of their study plans. This was in line with the forethought and planning phase, regarding independence in preparing for the learning process. The second perception was also related to the first strategical phase, concerning the development of task completion responsibility. Moreover, 57 students strongly agreed that more efforts were exerted in completing most of their tasks. This was essentially due to the high motivation possessed towards task completions. The third perception subsequently emphasized students' ability to maintain the learning process similar to the performance monitoring phase. This proved that 52 students agreed regarding the need for lecturers' instructions when encountering difficulties. The fourth perception also focused on students' abilities to work with lecturers' feedback. This was because the strategies or feedback suggested by lecturers worked better in solving learning difficulties or problems. In this case, a total of 57 students implemented the feedback process. This was in line with the third phase of Self-reflection, where the abilities of students to reflect on their studies were carried out by reviewing lecturers' feedback.

Table 8. *Results of Students' perception toward their learning management (students)*

No	Students' perception toward their learning management	SD	D	N	A	SA
1	I made a study plan for myself.	0	0	18	45	57
2	I try to complete the majority of my goals, if not all of them.	0	0	6	57	57
3	I require instructions on how to learn.	0	0	29	52	39
4	I use learning strategies recommended by my professors.	0	0	6	57	57

Notes: SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

Table 9 that follows describes the patterns by which students perceived their learning progress, with all the items reflecting the principle of the Performance Monitoring Phase. In item 5, 88 of 120 participants agreed that they attempted to implement their knowledge on the provided test. This proved that students always performed their best by applying the knowledge gained during the process of learning. Related to the monitoring of the learning process in item 6, 53 participants stated that they often assessed their academic progress, which is one of the advantages of regularly completing learning journals as assigned by lecturers. This journal helped in tracking learning activities and the levels to which goals and plans have been completed. This was in line with item 7, where additional efforts were applied to overcoming learning difficulties. 66 participants strongly agreed to these processes, indicating that students felt the urge of overcoming their problem in learning. Based on the acknowledgement of strengths, students were expected to maintain their learning achievement. This indicated that 62 students regularly identified their learning progress strengths, as reported in item 8.

Table 9. *Results of Students' perception toward their self-learning (students)*

No.	Student's perception toward their self-learning reflection	SD	D	N	A	SA
5	I use my knowledge in exam	0	0	6	88	26
6	I can assess my learning progress	0	0	15	53	52
7	I work hard to overcome my learning problems	0	0	8	46	66
8	I can identify my strengths in learning	0	0	15	43	62

Notes: SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

Table 10 emphasizes the patterns by which students solved their academic difficulties. This was in line with the Performance Monitoring Phase, where the role of lecturers was more likely to be an assistant, regarding the provision of problem-solving advice to students. In item 9, 74 students strongly affirmed sharing their academic issues with lecturers. This confirmed the aim of the phase regarding the presentation of lecturers as assistant. For item 10, 46 students were neutrally categorized, indicating that they either solved academic difficulties by themselves or consulted to their lecturers.

Compared to the ability to overcome these difficulties, those students also stated they always attempted to explore various resources or documents. This implied their independence in solving the problems before consulting lecturers for help. 56 students strongly agreed that they were able to explore the materials to support the learning process by themselves, as can be observed in item 11. It reflects their ability to do help-seeking by exploring the materials by themselves before they see their lecturer. As implied in item 12, the inability of students to solve problems through the exploration of other sources was accompanied by the efforts to consult to their lecturers. In this case, 73 students strongly agreed that lecturers' consultation is one of the methods of solving academic difficulties.

Table 10*. Results of Students' perception of solutions to academic issues (students)*

No.	Student's perspective on how to deal with academic issues	SD	D	N	A	SA
9	I consult with my lecturer when I find difficulties	0	0	8	74	38
10	I try to solve my learning problems by myself	0	0	39	46	35
11	I explore other materials when I find difficulties in learning	0	0	9	55	56
12	I ask for some advice from my lecturer if I cannot find the materials that I need	0	0	6	73	41

Notes: SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

According to Table 11, students' behaviors were observed regarding the identification of the self-regulated strategy effects on their independent learning skills. In this case, 61 participants agreed that they prefer going back to their lecturer for more explanations on their difficulties. This proved that they were able to acquire assistance from other sources. As to item 14, a total of 64 students also disagreed with the statement that learning was only performed with the provision of rewards. This showed that they had developed the concept of being responsible in the process of learning. Instead of expecting rewards after learning, these students perceived education as part of their knowledge and comprehension development.

Table 11. *Results of Students' independent learning behavior (students)*

No.	Student's perspective of their own learning styles	SD	D	N	A	SA
13	I always ask my teachers for further explanations when I do not understand my lesson.	0	0	9	61	50
14	I only learn when rewards or qualifications are offered	53	64	3	0	0
15	I rely only on my lecturer's explanations	44	66	10	0	0
16	I have to review the lesson with the teacher	0	1	37	32	50

Notes: SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

When it comes to item 15, 66 students disagreed that they relied on lecturers' explanation. This implied that they were able to determine explanations from other sources before consulting lecturers for help. As for item 16, a total of 50 students also agreed that they needed to review the lesson with lecturers. This was in line with the role of lecturers as guides or assistants in Self-regulated learning strategy. It is also important for lecturers to review the progress of each student to ensure appropriate academic development.

III.2. Students' perception on how Self-regulated strategy helps

Table 11 summarises the data gathered from interview responses. The themes are the words or terms mostly found in the students' responses.

Table 11. *Themes analysis of students' responses*

No	Questions of Interview	Themes
1	How do you set your learning plan?	Deadline, difficulties
2	How does your learning plan help you study?	Reminder, difficulties
3	What types of instructions do you need from the lecturer?	Direct, clear
4	How does the advice from the lecturer help you?	Keep on track, solve problems
5	How does your learning journal help you study?	Track progress, track difficulties
6	How do you identify your strengths and weaknesses in learning?	Look at score, time spent
7	How do you maintain your strengths in learning?	Use the strategy, look at journal
8	How do you overcome your weaknesses?	Keep learning, spend more time
9	How do you see your weaknesses?	Challenge, motivation
10	How do you get your materials for study?	internet, lecturers, friends
11	When do you feel you need to ask your	Cannot find in the internet, cannot get answer

	lecturer?	from friends
12	How do you explain the roles of the lecturer in the learning process?	Helping, giving explanation when needed, give instructions, give models
13	How do you explain your roles in the learning process?	Motivator/ motivating, manager/ managing, tracking, evaluating
14	How does Self-regulated learning strategy help you in learning?	More organize, more independent, not depend on the lecturer, have more self-acknowledgement.
15	How do you feel when working with Self-regulated learning strategy?	Secure, enjoy, happy

From the table, it can be seen that students set their learning plan by considering the deadline as the priority. It helped to remind them which tasks should have been completed first so they did not miss any deadlines from the lecturer. The second answer giving by students was "difficulties" which means they put their thoughts on their difficulties in setting their learning plans. By this, they prioritized studying the aspects or materials which caused difficulties for them. The more difficult they felt about an aspect or materials, the more time they would spend to study on it.

Considering these responses, it shows that the students perceived the activities of making learning plan as the ways of managing their learning activities. They could determine which to be completed first and which to get more attention when studying. This reflects the principle of goal-setting abilities that included in Zimmerman's model of Self-regulated learning strategy. It meets the indicator of independent learners mentioned before that students are required to be able to show the attitude of performing self-management in learning.

When it comes to the second phase of Self-regulated learning strategy; Performance Monitoring Phase; instructions and advice from lecturer are presented as the form of assistance for students. Regarding to the responses from the students, the form of instructions should be direct and clear. Direct instructions given by the lecturer was mentioned to be helpful and easy to understand. The advice suggested by the lecturer helped students to keep them on track so they kept focus on studying aspects or materials they have not understood yet or completing tasks considered difficult for them. The responses showed that students dd not depend completely on the lecturer

for the whole process of learning. They were able to work independently based on the instructions and made use of the lecturer as an assistant providing help when needed.

Self-monitoring is also presented in the form of making learning journal. This journal helps students build their independence by providing chances to know their competencies well. By always tracking their reading activities, taking notes about their difficulties they found during the process, and identifying their strengths from the notes. They identifying their strengths in literal reading skill by looking at the time they spent in a text and the score they got in tasks or formative tests. The ability to track and monitor their performance in learning, identifying strengths and weaknesses are categorized to the indicators of independent learners.

Students' ability to explore learning materials from various sources is also considered to be an indicator of independent learners where lecturer is not the only source of materials for students. In this digital era, it is easy for students to search materials they feel they need. Students' willingness to explore the materials by themselves from other sources as shown in the responses of the interview reflects their motivation to be independent. Learning from peers can be an alternative of building independence in learning. In this study, students even put their lecturer as the last option which means they came to the lecturer when they could not find the materials in the internet nor from their friends.

After experiencing learning activities with Self-regulated learning strategy, students found that the roles of their lecturer were not the one who conducted all learning progress. They admitted that their lecturer presented himself as assistant, consultant when they need deeper explanation, guidance who provided instructions and examples. Considering these responses, it can be concluded that students realized themselves as the ones who are responsible for their learning progress.

This is supported by the responses occurred when they were asked about their roles in the learning process. They felt that they are the motivator for themselves. They felt motivated when they track their learning journal and matched it with the learning plan

they have made. They also felt they could manage their learning progress by always recording it in their journal and reviewing the process from time to time. By acknowledging their strengths and weaknesses, they were able to evaluate which methods or techniques work best on them.

Students also showed positive feelings when they implemented Self-regulated learning strategy. They stated that the strategy gave them secure or safe feelings because they knew they would not miss any tasks and they could see how they improve in the process of learning. They also felt enjoy and happy in doing all the activities related to the strategy especially when completing the journal.

Overall, Self-regulated learning strategy is mentioned to help students become independent learners. According to their perceptions, the strategy grew the sense of responsibility by organizing their own learning plans, being more independent by not relying only on their lecturer, and being able to identify their strengths and weaknesses in learning. These criteria mentioned by students are considered fulfilling the indicators of independent learners.

III.3. Discussion

The implementation of a Self-regulated strategy in learning activities reportedly supported the development of educational processes. This indicated that the activities of exploring learning objectives, observing models, independently setting goals, and planning academic cycles emphasized the principles of the Forethought and Planning Phase. The involvement of students in this phase enabled the self-evaluation of their academic standards and needs. This was in line with Broad (2006, p.121), where students study and learn better when they work with their needs or difficulties. Based on lecturers' learning objectives, the independent setting of academic goals was also considered a motivation for better academic performance. The second phase of the Self-regulated learning strategy subsequently developed students' habits in performance monitoring. This included their learning progress trackability, strength and weakness awareness, academic problem solutions, and working with peers. The

participation of students in learning journal activities was also believed to improve continuous academic habits. This goes along with Meeus et al. (2009, p.480), where the documentation of learning activities helped students become more organized and comprehensive during the assessment of their competencies. By reviewing the learning journal, they also evaluated the improvement or difficulties incurred during the educational progress. This indicated that learning processes need to be defined as the continuous activities to be completed by students in the classroom and at home. These support Yabukoshi (2020, p.769), where the importance of conducting learning activities outside the classroom was highlighted. The provision of home assignments and independent learning opportunities was also considered a source of academic motivation since students know they do not need to adjust educational activities with their peers. In addition, the role of lecturers as assistant was prioritized in the second strategic phase. This indicated that students have the opportunity to seek academic assistance from lecturers. The group activities provided by lecturers also emphasized the stimulation of students' ability to work with peers where collaboration improved students' self-regulation skills, which was part of the criteria for independent students (Field et al., 2014, p.2).

Based on the third phase of the Self-regulated learning strategy, students were instructed to review lecturers' feedback before setting their plans for the upcoming tasks. This supported the expectation of developing independent students with strength and weakness awareness, specifically in the academic process (El-Koumy, 2019, p.217-218). By reviewing the feedback, students were expected to develop better learning plans to accommodate their individual needs. Regarding students' perceptions, positive impressions were educationally observed in the implementation of the self-regulated learning strategy. For learning management, this strategy helped in planning academic cycles and developing task completion responsibilities as sources of educational motivation Hemmati et al. (2018, p.133). In this context, motivation was observed as an important aspect of building learning habits. The development of this phenomenon was initiated by students, through the provision of opportunities to

determine self-learning plans. In this process, guidance as instructions was required from lecturers, although these students were most liable to work independently. This affirmed Jafarigohar & Morshedian (2014, p.277), where the instructions for implementing a self-regulated learning strategy were relevant. Proper instructions were also required to keep students' work on track, with the advice provided by lecturers displaying an assistant role, compared to the controller of the learning process.

According to Gonida et al. (2019, p.159), lecturers' feedbacks emphasized the willingness of students in seeking academic assistances. This supported the patterns by which they perceived their abilities in overcoming learning problems, specifically through the exploration of various sources of educational materials. Students' perceptions of self-learning ability generally indicated positive perspectives, due to being responsible for their learning processes through the following patterns, (1) Completing tasks, (2) Implementing knowledge, (3) Evaluating strengths and weaknesses, and (4) Regularly improving abilities to learn independently. This perception mostly represented self-evaluation performances, according to Paris & Paris (2010, p.98). In this phase, students monitored their learning progress and assessed whether they have completed the required tasks according to their plans. The feelings of enjoyment in learning as revealed from the interview session also revealed that Self-regulated learning strategy helps students enjoy the process of learning by giving them secure feelings in terms of keeping their studies on track. They also evaluated the parts preventing them from abiding with the set plans. The finding supports Bloom (2013, p.48), where the monitoring process enhanced the learning progress of students. From students' perceptions, a self-regulated learning strategy helped in the development of independent learning behavior, regarding the non-reliance on lecturers as the only source of information. In this case, learning activities were observed as processes that should be compulsorily completed without the motivation from lecturers' rewards or gifts. This was in line with Mckendry & Boyd (2012, p.211), where learning independence emphasized andragogical educational system. Therefore, this present study is considered a completion of Nejabati (2015,

p.1347), by emphasizing how Zimmerman's Self-regulated learning works on students' learning independence.

IV. CONCLUSIONS

Based on the results, the activities conducted should emphasize the principle of each strategic phase. This indicated that the Forethought and Planning Phase recommended and prioritized the following activities to develop independent learning skills, (1) Exploring learning objectives, (2) Observing models, (3) Setting learning goals and (4) Planning learning cycles. The Performance Monitoring Phase was also realized through the following activities, (1) Developing and completing a learning journal, (2) Working in groups with peers, (3) Consulting lecturers and obtaining feedback, (4) Reviewing the journal, and (5) Exploring learning materials. Meanwhile, the Self-reflection Phase emphasized lecturers' feedback review before setting the next cycles.

Based on the questionnaire analysis, students provided positive perceptions regarding the support for the criteria of being independent students. This included the following, (1) Self-reliance, (2) Learning activity responsibilities, (3) Goal setting abilities, (4) Learning progress monitoring, and (5) Academic process evaluation.

Students also agreed that they no longer rely on lecturers as the only source of learning materials, by exploring various educational sources to overcome academic issues. This indicated that beginner-level students were able to learn independently by means of the Self-regulated learning strategy. Practically, lecturers are expected to focus on the characters of independent learners by providing learning activities supporting students to integrate the characters in their learning behaviors. Providing various activities is considered prominent to avoid students from boredom as well.

Some limitations were also observed regarding the number of participants and the variety of learning activities implemented in the classroom and at home. Therefore, further research could explore participants' differences in terms of gender and their

impact on learners' autonomy. Studies related to how the strategy is implemented in the teaching and learning of other language skills could also shed some light to scholars and linguists interested in this area.

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