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Self-Regulated Learning Phases in Interpretive Reading Course: How are They Presented in the Lesson Plan?

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ABSTRACT

This paper aims to provide insight into how Self-regulated learning strategy is implemented in a classroom by presenting how three phases of the strategy; Forethought and Planning phase, Monitoring Performance phase, and Reflection on Performance phase; are shown in the lesson plan of Literal Reading Course at the university level to support independent learning skill. This is a case study observing the lesson plan of Literal Reading course in a private university in Central Java, Indonesia. It shows the examples on how each phase of the strategy is realized in the lesson plan considering the aim of the phase which is mentioned to be important to help student become familiar with the course and prepare themselves before joining the sessions of the lecture. Integrating the phases in the lesson plan helps students to be more confident and motivated in joining the lecture since they know what they will face in advance instead of getting sudden materials from the lecturer. It can be inferred that the implementation of the strategy is considered complete by arranging a lesson plan that matches the phases of self-regulated learning strategy to support the process of a literal reading learning that is expected to guide students during the lecture.
Keywords: ELT, lesson plan, reading comprehension, self-regulated learning

Introduction

This paper aims to provide insight on how Self-regulated learning strategy is implemented in a classroom by presenting how three phases of the strategy are shown on the lesson plan of Literal Reading Course at university level to support independent learning skill. While university students are expected to be independent learners, Self-regulated learning as a learning strategy is considered useful and relevant to support the process. The implementation of Self-Regulated Learning strategy as a learning strategy to support students' independence of learning, specifically in Literal Reading course, needs to be reviewed starts from how the phases of the strategy are reflected in the lesson plan since it becomes the foundation of developing learning activities and learning instructions in the classroom. The lesson plan shared and presented to the students is considered helpful for them to manage what they will do in the course and how they will complete it by considering the fact that Literal Reading is the first level of reading consisting of beginner students.

The lecturer of Literal Reading course stated that Self-regulated learning is employed in the classroom to achieve the goal of producing independent learners in the level of university students. Considering this fact, it is important to observe how the strategy is thoroughly implemented in the learning process starting from planning step.

Self-Regulated Learning strategy has been implemented to teach reading comprehension and was proven to be effective in improving students' ability in reading comprehension skills and metacognition by referring to plans and behaviors of students to reach the learning goals. In this strategy, students are led to regulate their cognition, actions, and motivation strategically and independently to achieve the goals set by themselves. This statement was supported by researches conducted by Morshedian (2016), Hemmati et al. (2018), Eissa (2015), Sholich (2018), Li et al. (2018), Morshedian & Hemmati (2016), Nejabati (2015), Irsyadella (2020), Roohani (2015), Khodabandehlou et al. (2014). In their studies, Self-Regulated Learning helps students to improve their reading skills. The SRL model that was used was Zimmerman's model consisting of 3 phases of self-set goals, self-monitoring, and self-evaluation activities. Those previous studies have some limitations related to how SRL strategy is realized in the activities and it did not describe the role of lecturer in the classroom. Since the focus of SRL is boosting students to be autonomous learners, it is prominent to describe the steps, activities, materials and instructions involved in the classroom while being integrated with the SRL strategy and its phases.

Self-regulated learning as a learning strategy is mostly applied to support the learning activities where students are expected to be able to study independently. In a study conducted by Lee et al. (2019), self-regulated learning is defined as an active and constructive learning where students can set their own learning goals, monitor their process, regulate the learning process, control their understanding, motivation, behavior guided by their goals and the features from environment. The study implemented the cycle of Zimmerman which included the strategies to plan, monitor, and adjust the learning process considered as the core of the learning. From the implementation, it can be inferred that the characteristics of self-regulated are reflected in the activities of planning, monitoring, and adjusting the plans with the results.

It brings to the other characteristics related to the activities, those are self-efficacy, task value, and goal orientation. The characteristics later then need to be reflected in various learning activities that should be given in the classroom. Considering the characteristics, the implementation of self-regulated learning in the classroom should be planed thoroughly from lesson plan to learning instructions to make sure it covers the needs of students, the characteristics of self-regulated learning strategy and learning objectives.

From those previous studies, being active to evaluate and improve learning process is important for students. The ability will lead them to be able to reach the long-life learning goals by being able to evaluate their learning. This is supported by Schloemer & Brenan (2006) who relate self-regulated learning with long-life education. It is concluded that students need the ability to focus and be preserve which will cause students to failure in learning self-regulated learning strategies if they do not have the abilities. Poor study conditions, and difficult lesson can be the obstacles that may occur while working with the strategy. However, it allows students to navigate the obstacles by finding the solutions. It also helps to solidify the learning content. It helps students to encode the knowledge and skills they have memorized especially, in reading comprehension and writing skill.

The implementation of self-regulated learning strategy comes with some advantages for students. From a study conducted by Harding et al. (2018), students learn to be persistent to find solutions to be successful learners. This brings them the satisfaction from doing effort in the process. It can be analyzed that when students set their goals, complete them, they later are able to review their works or performances, they can be the active learners who are responsible for their learning. This will boost their independence and performance while being able to adapt to learning environment, habits, and opportunities. This is also in line with the finding proposed by Baranovskaya (2015) where motivation, self-control and self-esteem hold important role in the process of forming self-regulation skill to support the English learning.

Self-regulated learning strategy has been implemented to teach reading comprehension and was proven to be effective in improving students' ability in reading comprehension skills and metacognition by referring to plans and behaviors of students to reach the learning goals. In this strategy, students are led to regulate their cognition, actions, and motivation strategically and independently to achieve the goals set by themselves. This statement was supported by researches conducted by Morshedian (2016), Hemmati et al. (2018), Eissa (2015), Sholich (2018), Li et al. (2018), Morshedian & Hemmati (2016), Nejabati (2015), Irsyadella (2020), Roohani (2015), Khodabandehlou et al. (2014). In their studies, Self-Regulated Learning helps students to improve their reading skills. The SRL model that was used was Zimmerman's model consisting of 3 phases of self-set goals, self-monitoring, and self-evaluation activities. The implementation of the strategy was proven to be effective in improving the literal and critical reading comprehension skills. Hence, SRL strategy is worth to be implemented to support reading comprehension activities. Those previous studies have some limitations related to how SRL strategy is realized in the activities and it did not describe the role of lecturer in the classroom. Since the focus of SRL is boosting students to be autonomous learners, it is prominent to describe the materials and instructions involved in the classroom while being integrated with the SRL strategy and its phases.

The present study attempts to describe the implementation of Self-regulated learning strategy to support students' independence in Literal Reading Course.

RQ1. How is the Forethought and Planning phase of Self-regulated learning strategy presented in lesson plan of Literal Reading course?

RQ2. How is the Performance Monitoring phase of Self-regulated learning strategy presented in lesson plan of Literal Reading course?

Literature Review

Self-regulated learning strategy

The phases of SRL support the phases of independent learning where students are expected to be able to plan their study, monitor, and evaluate their study. The phases of SRL, according to Zimmerman (2000) are divided into 3; Forethought and planning, performance monitoring, and reflections on performance.

In the Forethought and planning phase, students analyze the learning task and set specific goals to complete that task. When students learn an unfamiliar topic, they need to determine the best way to complete the task or which goals are accounted as the most important. In this case, teachers and/or more experienced peers can give instructions to students related to effective ways. Goal setting is mentioned as the standards of regulating students' actions in a classroom. It can be presented in various ways such as getting good grade on exams or comprehending a topic deeply. Short-term goals, in this case, are used as the milestones to reach the long-term ones. For instance, students can set studying a topic within certain amount of time and learning strategies as their short-term goal to reach the long one of getting an A in an exam. Research also suggests that motivating students to set short-term goals for their learning is effective to help students track their progress (Zimmerman, 2004, p.4).

During the Performance Monitoring phase, students apply certain strategies to make leaps on the learning tasks, monitor the success of those strategies and their motivation for completing the task based on the goals planned. Unfortunately, working with new strategies may be difficult for students that they decide to go back to more familiar one that sometimes can be ineffective. Since students may get frustrated while learning and using new strategies, to prevent them from getting back to fall-back strategies, teachers or lecturers can give specific feedback to boost the learning and using of new strategies.

In the Reflection on performance, students are required to evaluate on how they perform the tasks by considering how effective the strategies used are. In this stage, students require to manage their emotions about the outcomes of the learning progress. The self-reflections phase influences students' future step of planning the goals which initiates the cycle to begin again.

The use of SRL to improve students reading should be based on how students can regulate themselves. The implementation of Zimmerman's model of SRL, according to Panadero & Alonso-Tapia (2014), is considered as a cognitive-oriented model where emotions are not the focus of the implementation. The students who are state-oriented

are mentioned as the ones with abilities to regulate themselves, control emotions, thoughts, and behaviors to reach the goal. Other students who are struggling with regulating and controlling themselves find that balancing growth is a problem. This study is seen as a helpful one since it provides the comparison and contrast with other models. Unfortunately, this one does not solve the critiques to Zimmerman's model by not providing the alternatives of activities that can be given to students to help them regulate themselves.

Integrating the SRL strategy with the phases should be accompanied by a proper plan including the activities that will be given to students, the materials, and how the instructions are presented in the classroom. A study conducted by Tasnimi & Maftoon (2014) presented the concept of Zimmerman's model of SRL in the classroom. It divides the phases of the SRL strategy into categories with the definitions of each and sub-strategies that can be used as guidance in conducting classroom activities. The first phase of SRL where students are expected to do a self-goal setting can be realized by asking students to make a plan of time management. The second phase of self-monitoring can be represented by the activities of note-taking or memorizing. The third phase can be reflected in the activities of analyzing the task and reflecting on the feedback. This study is helpful for those who are interested in implementing SRL in the classroom especially in a reading classroom. The guidance presented can be the foundation of arranging teaching and learning activities.

Interpretive Reading Comprehension

The levels in reading skills are divided into 4 levels in general. In a study conducted by Sari (2015), interpretive level of comprehension works with students' ability to identify significances, relationships, comparison, conclusion, and generalize information of a text including making reasons by identifying the tone of the writer, purposes, and facts.

As revealed by Assiri & Siddiqui (2020), interpretive reading skill works with the competencies to extract meanings from written texts. Low interpretive skill prevents students from unravelling the hidden messages in a text. Interpretive reading, furthermore, emphasizes successful delivery of opinions, insights, and ideas of writer. Students are required to make use of the accuracy in reading by utilizing correct expressions, speed that produce comprehension Kulo et al. (2020)

Lesson Plan

Lesson plan holds important role in the process of teaching and learning. It becomes guidelines for the teacher and students in conducting learning activities in the classroom or outside the classroom. Some problems may occur either during the preparation or the implementation which need more attention. As proposed by Shen et al. (2007), lesson plan accommodate teachers to explore various aspects of content knowledge since it gives teacher opportunities to think about the subject matter is presented in classrooms or textbook. It also helps teachers to develop the methods used in the classroom that activate students' abilities to comprehend the subject. For students, lesson plan lets them know what to learn and how they can understand the content. Hence, it is important to ensure the lesson plan is able to deliver the mission of the learning itself. The present study

attempts to observe how the lesson plan used by lecturer in Literal Reading course is able to deliver the mission of implementing Self-regulated learning strategy in teaching and learning activities.

The lesson plan should also reflect the importance of students' attitudes towards learning and changes. As proposed in Haynes (2010), lesson planning should consider the methods used, and the observation of students' body language and perception. In this case, there is a need to create a lesson plan which is not only dealing with cognitive aspect of students but also the attitude. As what proposed in the book that there are 4 knowledge that need to be covered; 1) declarative knowledge (empirical and conceptual knowledge), 2) procedural knowledge (skills, techniques, methods), 3) outlooks (attitudes, disposition, orientations), 4) events (judgment and decisions). From this theory, the activities of teaching and learning should cover the four aspects of knowledge which shows the importance of planning the lesson to ensure all the aspects are covered.

The highlighted part of a lesson plan is the objectives or the aims of learning. According to Dorovolomo et al. (2010), the objectives of a lesson plan needs to be adjusted at the correct level of each student's area. The synchronous relationship between what students want to learn and what teachers want to teach is needed to reach the successful learning. It is important to keep students motivated during the process of teaching and learning and this needs to be covered too by the sustainable lesson plan supported by various teaching techniques employed by teachers. This shows that it is important to provide lesson plan in every subject for students completed with clear learning objectives, materials, and learning activities to guide students along the track of learning process. In the study, Dorovolomo et al. (2010) also points out the importance of good quality lesson plan to support the materials delivery to students. It shows the relevant correlation between the quality of lesson plan and the quality of teaching and learning process. This paper lightens the readers in terms of how lesson plan supports the activities in the lesson both for teacher and students. Referring to the finding, preparing lesson plan is required while may be challenging for teachers before finally delivering the materials to students. The present study is related to the previous research by attempting to examine whether or not the lesson plan supports the aims of producing students with independent learning skill through self-regulated learning strategy.

Methodology

Participants

The first students of English Literature Department of Universitas Ngudi Waluyo are selected as the participant because it is considered important to get them familiar with this strategy so they can build habit and understanding of applying the strategy through instructions given to shape their independence in learning. English Literature Department at this university is chosen because it is a place where we can find many EFL learners still face difficulties in reading comprehension. This is presented in a previous study by Laily (2018) which is conducted at the university and revealing that students have difficulties in mastering the low level of reading comprehension. 40 students will

be involved in the present study selected by total population sampling where the whole students taking Literal Reading course are selected as the samples.

The sampling technique used is purposive sampling. As stated by Cohen et al. (2017), purposive sampling is used to satisfy the needs of the research. The samples are selected for specific purpose. In this research, the 40 students of 1st semester joining Literal Reading course are considered appropriate to be used as the samples since the join the course from the beginning to the end and experience the implementation of SRL strategy in the course.

Research Design

This research will be conducted with case study observational research design. As included in Somekh & Lewin (2005, p.139), observation research includes some approaches; structured observation, where the schedule of the research is prepared in advanced, unstructured observation, in which the observer sitting and taking notes from the back of the class, and participant observation where the observer also has role as the participant in the setting. This present study will take structured observation because the schedule is prepared beforehand and the researcher will only act as an observer.

Case study was chosen for present study to take an example of an activity, or in this case is an example on how Self-regulated learning strategy is implemented in a classroom of Literal Reading course at a university. In the study, Yin (2015) mentioned that case study is aimed to explain the causative relation between real-life and interventions, to describe the intervention itself and to explore the situations where the intervention brings unclear outcomes. Case study research is mentioned by Morgan et al. (2017) as inextricably related to the phenomena observed or investigated and is prominent to comprehend the cases in real-world. linked to the phenomena under investigation and, therefore, is crucial to, This design has been implemented before by Medina (2012) regarding to the effects of teaching reading strategies on reading for EFL learners. It is also implemented in a study by Fitriana (2015) to report the strategies used by students with low and high level of English proficiency in understanding academic reading including the aspects that influences the reading comprehension abilities. In his study, Broad (2006) implemented case study to report how students interpret independent learning and the reasons of the interpretation by employing questionnaires and interviews. In a study conducted by Phillips (2013), case study was used to report how teachers are questioning in guided reading activities by implementing the scaffolding methods in 6 levels of children's understanding in reading. The study implemented observation method and interviews in the data collection method.

Procedure

The first step of this study was preparing the instrument in form of observation journal for the observation. Second, the observation on the lesson plan was conducted by examining the lesson plan made for each meeting. Third, the data gathered from the observation in the observation journal were analyzed and presented.

Instrument

The observation journal is applied to assess the implementation of SRL phases in meeting 1-14 of Literal Reading course stated in lesson plan made by the lecturer. Therefore; there will be 14 sheets of the observation filled in by the researcher.

Table 1. Observation journal

	SRL Phases	**The Implementation**	**Note**
1	The Forethought and Planning Phase	1. State the learning objective(s) of the meeting	
		2. State the activities of giving models	
		3. State the objective of being able to plan learning activities	
		4. State the objective of being able to allocate time of learning	
2	The Performance and Monitoring Phase	1. Indicate the activities of producing a learning journal	
		3. Indicate the activities of reporting the learning activities	
		4. Indicate the activities of discussion with lecturer	
		5. Indicate the activities of peer-working	
		6. Indicate the activities of receiving feedback	

Analysis

The data gathered from the steps above will be analyzed with thematic analysis approach. As stated by Dawadi (2021) in her study that thematic analysis is aimed to organize and analyze the data set considered as complex in systematic ways. It allows to catch the narratives stated in the account of the set involving identifying the themes by reading carefully and re-reading the data transcription. It produces the insightful findings. The analysis is mentioned to be flexible in terms of identifying, describing and interpreting themes in a set of data in detailed ways which is suitable and flexible for exploring research issues. Since the present study works with narrative set of data, the thematic analysis approach is considered suitable for analyzing the data gathered.

The thematic analysis approach has been used before in some researches. As in one conducted by Yukhymenko et al. (2014) where thematic analysis approach was implemented to look for the patterns occurred in the data gathered by doing multiple readings. The process includes examining the data and identifying the themes by multiple reading activities of the data to categorize them for the analysis. The other study was conducted by Mortazavi & Davarpanah (2021) applying thematic analysis approach as the means of distinguishing the efficacy of research strategies. In this study, thematic analysis is aimed to validate the qualitative data gathered from research journal and in-dept interview.

Triangulation

Triangulation is mentioned to help facilitate deeper understanding by combining different observers/ researchers, theories, methods, and empirical materials. It is expected to help researcher to overcome the problem of being biased resulted from one

method, one observer, or one theory. It will lead to better selection of data collection methods which help to reduce the bias in research (Johnson, 2017).

Since this study uses qualitative approach, there is a need to implement triangulation. It aims to enhance the reliability of the results of a study and saturate the data produced. It is also defined as a method where a researcher presents results to others to make others understand a phenomenon. It is considered important to get different point of views related to the data or theories that are presented in a study to prevent them from being biased. As presented by Fusch et al. (2018), there are four types of triangulation; data triangulation, investigator triangulation, theory triangulation, and methodological triangulation.

Data triangulation requires the data of a same event to be taken in different days, weeks, moths, or years to reveal the similarities and differences. Investigator/ analyst triangulation requires other investigators, except the researcher, to observe the same data. Theory triangulation requires the implementation of different theories on a same set of data. Methodological triangulation is usually used to check the consistency of data gathered by different methods Fusch et al. (2018).

This present study applies investigator/ analyst triangulation by involving other investigator to review the instruments will be used and later, the results of the data collection and findings to maximize the validity of the results. The purpose of this type of triangulation is to understand numerous ways of observing and examining the data.

The methodology section provides the information, allowing the reader to critically evaluate a study's overall validity and reliability. Therefore, it requires a clear and precise description of how a research design was done and the rationale for why specific procedures were chosen. Additionally, this structure should describe the materials or subjects involved in the study, explain how the materials were prepared for the study, describe the research protocol, explain how measurements were made and what calculations were performed, and state which statistical tests and specific theory(s) were used to analyze the data. Once all elements of the methods section are written, subsequent drafts should focus on presenting those elements as clearly and logically as possible. The description of preparations, measurements, and protocol should be organized chronologically.

Findings

How is the Forethought and Planning phase of Self-regulated learning presented in the lesson plan of Literal Reading Course?

The realization of the Forethought and Planning phase of stating learning objectives can be seen in the lesson plan of every meeting. The skills that need to be mastered by students are clearly described and stated such as "Students are able to identify the main idea of a paragraph" as in meeting 3 and 4 or "Students are able to determine a topic of a text" as in meeting 11 and 12.

The realization of stating "the activities of giving models" is not always seen in the lesson plan. This activity is considered important to give students insight on how their

performances/ mastery should be. The activity is reflected in the lesson plan in meeting 2,7,12,13 and 14 by giving statement such as "Students are able to imitate the model performed by the lecturer" as in meeting 2 and "Students are able to synthetize the paragraph as the examples" as in meeting 13 and 14.

The realization of stating the objective "being able to plan learning activities" is found in meeting 2,5,6,7,8,11 and 12. It is presented in form of "Students are able to plan learning activities" as in meeting 2,5,6 and "Students are able to set the plan for learning" as in meeting 7, 8, 11, and 12.

The implementation of stating the objective of being able to allocate time of learning is presented in meeting 4, 5, 6, 7, 8, 10, and 14. It is stated with "Students are able to make time table for studying" as in those meetings.

How is the Performance on Monitoring phase of Self-regulated learning presented in the lesson plan of Literal Reading Course?

The activities of producing a learning journal are indicated in the lesson plan of all meetings except meeting 8 by stating an objective "Students are able to produce learning journal" as in meeting 1, 2,3, 4 or indicating in the "Learning Method" column of the lesson plan by stating "Journal Learning" as in meeting 5, 6, 9.

The activities of reporting learning activities are indicated in meeting 1, 2, 3, 4, 5, 7, and 14. In meeting 1, 2, 3, 4, the criterion is stated with a learning objective "Students are able to present the progress of learning." In meeting 5 and 7, a learning objective of "Students are able to retell the learning achievement" is stated. In meeting 14, a learning objective of "Students are able to report the learning activities".

"Discussion with lecturer" is indicated in lesson plan by realizing it in meeting 1, 2, 3, 5, 7, 10, 11, and 14. In meeting 1, 2, 3 and 5, it is realized by a learning method "Discussion". In meeting 7, 10, 11, and 14, it is realized by a learning method "Lecture".

The activities of peer working is realized in meeting 13578 11 14 by including "Peer-Working" in meeting 1, 5, 7, and 8, "Collaborative Learning" in meeting 3, 11, and "Small-Group Discussion" in meeting 14 learning methods.

The parts of lesson plan that indicate the activities of receiving feedback are presented in meeting 1, 2, 3, 4, 5, 10, 11, 12, 13, and 14. In meeting 1, 2, 3, 4, and 5, the lecturer stated "Students are able to improve performance from previous feedback" as a learning objective which showed that students received feedback in the previous meeting. And in meeting 10, 11, 12, 13, the lecturer stated in the column of "Learning Method" that "Feedback" is a part of the learning activities.

Discussion

From the findings, the lecturer of Literal Reading course attempted to implement Self-regulated learning strategy thoroughly by including the three phases of SRL strategy; the

Forethought and Planning phase, the Performance and Monitoring phase, and the Reflection on Performance; in the lesson plan almost in every meeting.

The findings are in line with the theory proposed by Zimmerman (2000) that Self-regulated learning strategy should consist of 3 phases mentioned before. Implementing the three phases as a whole is suggested since each phase has each purpose. From the findings of research question 1, stating the learning objective clearly is aimed to help students clarify the target or skill that needs to be mastered. While stating that students get models or examples from lecturer are expected to help them build the concept of mastering the skill in terms of how well they should perform it later. This finding supports (Zimmerman, 2004, p.4) theory that students are expected to determine how and which part that they can do first based on their opinion. This is believed to help students create their goals which become the main focus of the first phase. Being familiar with the materials or lesson that will be delivered by the lecturer will build students' motivation. This is related to the study of Broad (2006) which presents that it is important for students to have self-motivation although it does not influence their score much. that 16-19-year-old students have a more self-motivated feeling though it does not bring much significant result to their score.

From the findings of RQ 2, presenting "producing learning journal" as a learning objective will help students get the insight from the beginning that they need to deal with making a learning journal. The lecturer is expected to explain and give model first on how to produce an expected learning journal and how the journal can support them being independent learners. Since the students are in the level of literal comprehension, this finding can support the study conducted by Saadatnia et al. (2017) that Literal Reading as the low level of comprehension is aimed to build foundation before students getting to higher level of reading. By having learning journal, students can track their development in the skill by themselves. They can decide which part of the lesson that needs further discussion with the lecturer. This activity is based on the finding proposed by Meeus et al. (2009) stating that portfolio activity is widely used to stimulate the independence of students in learning. The students with difficulties in learning independence need to be stimulated with various activities. Relating to students' independence in learning, introducing Self-regulated learning strategy in the literal level will help them making use of it in the next level.

The findings also show that the lecture always include the activity of discussing the feedback in every meeting. This aims to make sure the lecturer and the students have similar vision and opinion. The feedback should be vary based on the problems or difficulties faced by each student. Students are expected to be able to discuss the feedback with the lecturer so they can decide what to do in the next meeting.

The interpretation above shows how lesson plan of a course holds important role in teaching and learning process by clarifying information to students and assisting the students to prepare themselves for the lecture. Integrating certain learning strategy, in this study is Self-regulated learning strategy, is prominent since students can also know what they will do in the class in advance. This is in line as what stated by Shen et al. (2007) stating that lesson plan helps students understand the content of a lecture that will be delivered. The integration is also considered important to sustain the synchronous learning as what stated by Dorovolomo et

al. (2010). This aims to keep students motivated during the process of learning since they feel they are familiar with the materials.

The results above are aimed to support the findings of the researches conducted by Morshedian (2016), Hemmati et al. (2018), Eissa (2015), Sholich (2018), Li et al. (2018), Morshedian & Hemmati (2016), Nejabati (2015), Irsyadella (2020), Roohani (2015), Khodabandehlou et al. (2014) in which Self-regulated learning strategy with Zimmemrman model is employed to improve students' ability in literal and critical reading skill.

Implementing the strategy in the university level as in the present study is considered relevant in this era. As stated by Field et al. (2014) that university students should get familiar with independent learning skills to optimize achievement and maximize the learning outcomes. If students cannot achieve the independence in learning, it will affect their academic results. To reach the goal of being independent learners, proper strategy as self-regulated learning strategy needs to be implemented along with the supporting learning activities.

The activities presented in the lesson plan observed in the present study are determined to meet the characteristics of independent learning. As proposed by Glynn (2016), independent learners are able to work with more skillful partner which is represented by peer-working or collaborative learning method in the lesson plan. The other characteristic is being able to take control the learning habit which is realized by asking students to work with learning journal as their own medium to track their learning progress. This is also in line with the finding from Mynard and Solfraten (2003) which include the ability to be self-reliant, make informed decision based on their learning, connect learning and real world as the characteristics of independent learners.

Presenting the phases of Self-regulation strategy in the lesson plan is highly expected to get students involve actively in the process of building the self-regulation skill to achieve the independence as learners. As proposed by Baranovskaya (2015) that active participation from students in the process of learning, monitoring motivation, building self-control and building self–esteem positively influence the process of acquiring language skill.

This study is limited to the implementation of three phases of the strategy in the lesson plan. The further research will discuss on how three phases are realized in learning activities and learning instructions. It is suggested to expand the research to how the phases of the strategy influence Literal Reading ability of students. Compared to the study conducted by Morshedian (2016), Hemmati et al. (2018), Eissa (2015), Sholich (2018), Li et al. (2018), Morshedian & Hemmati (2016), Nejabati (2015), Irsyadella (2020), Roohani (2015), Khodabandehlou et al. (2014), this study bridges the gap that employing Self-regulated learning strategy is not only as a strategy in learning activities but also how the strategy with the three phases are realized in the lesson plan to guide the process of teaching and learning. By preparing the lesson plan well, the lecturer allows students to get prepared that leads to improve self-confidence, self-motivation, and keep students interested in the course.

Conclusion

Integrating the implementation of self-regulated learning in teaching process from the level of planning is important. It helps the students get insight related the materials they will

face in the sessions of the course so students can prepare themselves by setting their goals, planning their own learning process, and planning how to complete the tasks they will get from the lecture. The implementation of the Self-regulated strategy in the lesson plan of Literal Reading course involved in the present study is considered complete and shows that the lecturer implemented the strategy thoroughly by arranging a lesson plan based on the phases of the strategy and the goals that aimed by each phase; the Forethought and Planning phase, the Monitoring Performance phase, and the Self-reflection phase.

The present study proposes the novelty of describing how each phase of Self-regulated learning strategy; the Forethought and Planning phase, the Monitoring Performance phase, and the Self-reflection phase; is realized in the lesson plan to support the learning process. This study comes with a limitation related to the number of lesson plans observed. Further studies are expected to provide researches on the implementation of SRL as a strategy in the lesson plan.

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