Students' Self-regulation in English Reading Comprehension during Online Class in Yogyakarta Private Senior High School

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Abstract

The learning process in Indonesia has predominantly been conducted online since March 2020 due to the COVID-19 pandemic. This learning mode has also influenced students' motivation in learning, especially in comprehending reading texts. This study aims at investigating how the students regulated their comprehension in reading during an online class. This study used a mixed method. The data was collected using questionnaires from 30 students and interview involving four students. The results show not all of the students could regulate themselves in comprehending English text during the online class well. Students who could regulate themselves in comprehending the English texts during the online class developed the following procedure: (1) implementing learning autonomy, (2) implementing learning focus, and (3) using critical thinking. Meanwhile, students who could not regulate themselves well were inclined to perform minimally. Since students had different ways to regulate themselves, the teacher needed to monitor the students in the online learning process so that the students could achieve a meaningful learning process. To improve students' regulation in reading comprehension, the teacher can implement suitable learning activities.

INTRODUCTION

The Indonesian government has enacted a policy about social distancing, manifested by replacing the learning process with online learning and limited face-to-face learning due to COVID-19. According to Gilbert (2015), online learning can be defined as distance learning because it allows the students to learn partially or entirely over the internet. It offers students the flexibility of time and place to study. Perveen (2016) and Akbari et al. (2021) mention that online class constitutes online instruction that includes synchronous, asynchronous, and hybrid learning supported by the internet. Synchronous learning refers to audio and video conferencing that allows the students and the teacher to have real-time interaction. In contrast, asynchronous learning refers to doing individual work. Besides, the teachers tend to give the students learning material on the selected platform, such as *Google Classroom* and *Web Quest*. Then, the students are expected to read the learning material independently. Due to that case, asynchronous learning requires the students to learn individually at their own pace. Aside from synchronous and asynchronous learning, there is hybrid learning. It refers to the combination of the synchronous and asynchronous learning environment. To create a good learning environment of hybrid learning, the teachers can conduct the learning process synchronously at a half meeting by utilizing *Zoom meetings*, *Google Meet*, or *WhatsApp Call*. Then, the rest of the activities are conducted asynchronously by using *Google Classroom*.

Unfortunately, online learning meetings cannot always be conducted well because of some reasons, i.e. limited internet quota and unstable connection (Badriyah et al., 2020). Widodo et al. (2020) find out that many participants of their research cannot always join the online meeting because of the unstable connection. In addition, many participants of their research agree that limited internet quota disrupts their online meetings, thus, hindering the learning process. Since online meetings cannot be conducted regularly, the teacher implements asynchronous learning by giving the students reading materials or reading tasks to replace the online meeting. The students are expected to gain information from the provided text. However, students may face difficulty in comprehending the provided English texts because of the limitation of lexical resources (Sari, 2020). As a result, the students cannot grasp the whole information easily. In encountering the difficulty, those who do not have a good regulation in reading comprehension will put off the tasks and finish them with minimum effort (Sari, 2020). In contrast, those who have high self-regulation in reading comprehension can finish their task successfully even when they find some obstacles. According to Hemmati et al., (2019), self-regulated learners can direct their motivation in reading so that they can complete their reading activities. Unfortunately, accomplishing reading the provided text does not always mean that the students have achieved the goal of getting information from the text.

To achieve a certain goal, people implement self-regulation by deciding and implementing chosen strategies (Ljubin-Golub et al., 2019). In implementing the strategies, people tend to monitor them so that the plans run smoothly. Besides, they evaluate what they have done so far so that they can decide whether they need to continue implementing the strategies. Yet, by implementing the strategies, the students require sufficient motivation that can affect the way they regulate themselves. In online learning, the students are expected to use motivation to comprehend the provided learning texts so that they can achieve learning goals. Motivation can significantly influence the students to push themselves by comprehending the provided text so that they can achieve full understanding and complete their tasks (Nejadihassan & Arabmofrad, 2016; Takaloo &

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Ahmadi, 2017). Nevertheless, although a number of previous studies have investigated the challenges of online learning and the urgency for self-regulation, studies that investigate students' self-regulation in reading comprehension during an online class are still underrepresented. Hence, this study was conducted to investigate the following research question, "How can the students regulate themselves in English reading comprehension during the online learning process?" The researchers provide that research question to gain information related to students' regulation in dealing with English reading activities or English reading tasks during the online learning process. The researchers consider that some students still struggle in comprehending the English texts provided by the teachers in online learning. They may find difficulties in understanding the texts because they do not use English in daily conversation. Besides, the teacher cannot monitor the students directly as same as when they have an offline learning process. Thus, by understanding how the students regulate themselves in comprehending English texts, the teachers can help the students who face difficulties in regulating themselves in comprehending English texts by treating the students based on their needs. In order to answer the above question, some relevant theories are described within the three main broad themes, namely students' self-regulation in reading comprehension, students' reading motivation, and reading comprehension in online learning.

LITERATURE REVIEW
Students' Self-regulation in Reading Comprehension

Self-regulation causes the students to involve themselves in the learning process so that they can achieve specific goals (Zimmerman et al., 1996). The implementation of self-regulation, namely planning, monitoring, and evaluating helps the students in learning, especially when they comprehend texts (Chae, 2019; Philip, 2018). By regulating themselves, the students are supposed to be active in their learning process. Likewise, they have to motivate and implement their strategies in learning. The goal of self-regulation itself is that the students can control their learning process. The process of regulating self is influenced by personal, behavioral, and environmental factors (Zimmerman, 1989).

Thus, being able to regulate self in the learning process requires appropriate strategies that can control those three factors. Based on the research conducted by Arumsari (2016) about self-regulated learning of students of Guidance and Counseling Study Program, students with a high level of self-regulated learning could regulate themselves in learning by involving cognition and motivation. In contrast, students with a low level of self-regulated learning tended to have difficulties in regulating themselves in learning. From that study, it can be seen that different levels of self-regulation in learning will influence the ability to learn. Students who can regulate themselves in learning tend to be able to comprehend English texts well (Nejadihassan & Arabmofrad, 2016). The students tend to present their best effort to complete their reading tasks. In addition, they focus on the provided reading passage because they want to find information related to the tasks. Besides, they tend to think critically in responding to the tasks. Hence, by having good self-regulation in reading comprehension, the students will be critical in connecting a piece of new information and their prior knowledge (Kahrizi & Farahian, 2014).

In applying self-regulation in reading comprehension, the students need to set the goals, organize and monitor their performance in comprehending the text, and evaluate the process (Tasnimi & Maftoon, 2014). It simplifies the strategies of self-regulation

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proposed by Zimmerman (1989), namely self-evaluating, organizing and transforming, goal-setting and planning, seeking information, keeping information, keeping records and monitoring, environmental structuring, self-consequating, rehearsing, and memorizing, seeking social assistance, and reviewing records. To succeed students' self-regulation in reading comprehension, the teachers are suggested to implement interactive methods/activities (Maftoon & Tasnimi, 2014). However, the result of self-regulation in reading comprehension cannot be achieved directly (Mohammadi et al., 2020). It means that it has an indirect impact on students' success in comprehending reading texts.

Students' Reading Motivation

Reading motivation is one of the factors that influence students' achievements in learning (Manan, 2017; Zhang et al., 2020). By having reading motivation, the students tend to have a willingness to read. The willingness comes because it is influenced by intrinsic motivation and extrinsic motivations (Manan, 2017). Both of them are important because they can engage the students in the reading process. Intrinsic motivation can be activated without the stimulant from external factors. Intrinsic motivation plays important role in students' reading achievement (Troyer et al., 2019; Wigfield et al., 2016). Intrinsic motivation allows the students to engage themselves in the reading process to enrich their knowledge (Takaloo & Ahmadi, 2017). As a result, high intrinsic motivation will direct themselves to a long-term engagement in reading achievement (Wigfield et al., 2016). It is proven by Larson et al., (2016) and Zhang et al., (2020) that intrinsic motivation in reading, such as students' curiosity, desire, and interest attracts the students to comprehend provided English texts. By having intrinsic motivation in reading, the students are directed to enjoy the process of working on their reading activities. The students enjoy reading the texts because they want to do it, not because they have to do it (Zhang et al., 2020).

However, the students may decrease their intrinsic motivation when they get older because their school or their teacher provides texts that minimally relate to their interests (Miyamoto et al., 2020). In other words, the students read the provided texts to follow teachers' obligations or get teachers' praise (Schaffner & Schiefele, 2016). Those external factors that drive the readers to read the provided texts can be recognized as extrinsic reading motivation (Dakhi & Damanik, 2018). Although extrinsic motivation promotes the students to comprehend the texts, it has negative relation with reading comprehension (Dakhi & Damanik, 2018; Schaffner & Schiefele, 2016; Troyer et al., 2019). Extrinsic reading motivation has long-term negative effects for the readers (Muliati, 2017; Schaffner & Schiefele, 2016; Takaloo & Ahmadi, 2017). In other words, the readers who read the texts mainly due to some external factors tend to lose the ideas of the texts.

Reading Comprehension in Online Learning.

Reading comprehension refers to perceiving the words or sentences in the text to get a full understanding of the text (Muliati, 2017; Reflianto et al., 2021; Takaloo & Ahmadi, 2017). Students' ability in understanding the texts about learning materials affects their achievement in class (Ayu, 2021). In comprehending the text, students are required to connect their prior knowledge with the information from the text (Badriyah et al., 2020). In online learning, the teachers tend to provide reading texts to the students to help them in catching up with the learning materials (Badriyah et al., 2020). Thus, reading comprehension is important to be implemented in online learning (Akbari et al., 2021).

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To engage the students to comprehend the selected English texts, the teacher can use *Web Quests* in online learning (Takaloo & Ahmadi, 2017). In dealing with reading activities during online learning, the students can take advantage of annotation and highlighted features. By using those features, the students can grasp and organize the information from the texts easily (Azmuddin et al., 2020). However, some students encounter an obstacle in understanding the provided texts because their teachers do not give additional explanations related to the provided texts (Badriyah et al., 2020).

METHOD
Research Design
This research used a mixed-method by incorporating quantitative and qualitative data collection through explanatory sequential design (Creswell, 2014).

Figure 1. *Explanatory Sequential Mixed Method (Creswell, 2014)*

By implementing an explanatory sequential design, the researchers attempted to obtain and analyze quantitative data in the first phase by distributing a close-ended questionnaire. In the second phase, the researchers conducted interviews for the participants to obtain in-depth qualitative data. The combination of quantitative and qualitative data collection helped the researchers to provide rich and relevant information regarding the students' self-regulation in English reading comprehension The researchers conducted this research in the eleventh grade of a private senior high school in Yogyakarta in the school year 2021/2022.

Participants
The participants of this research were 30 students of grade XI from a private senior high school in Yogyakarta as shown in Table 1 below.

Table 1.
Demography of the Participants

No	Factors	Male	Female
1.	Science Class	4	9
2.	Social Science Class	7	10
4.	Age: 16 Years	3	10
5.	Age: 17 Years	12	5
6.	Interviewed Participants	3	1

From the number of participants above, only four students were chosen randomly to be interviewed after they expressed their consents for this interview.

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Instruments and data collection procedure

The data collection was undertaken via an online questionnaire and interview. The questionnaires were adapted from Housand and Reis (2008) which included items about intrinsic motivation in reading comprehension, extrinsic motivation in reading comprehension, and the strategies in comprehending English texts. The questionnaires were in the form of a Likert scale with the options of 1 to 5 numbers that indicate their motivation perspectives by ticking the following range of numbers: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree

WhatsApp was employed as the means for participant recruitment platform and *Google Form* as the questionnaire instrument. The researchers used a questionnaire to gain information from all the students of grade XI about how they regulated themselves in reading comprehension during an online class. The questionnaires were distributed to 30 students. In this case, the data of distributed questionnaires were used as quantitative data.

To gain additional information, the researchers interviewed the participants on *WhatsApp Video calls*. In this research, the researchers chose four students randomly to be interviewed. The researchers recorded the audio so that it could help the researchers in analyzing the data. After collecting the data, the researchers coded and analyzed the data by organizing, interpreting, and representing the data.

Data analysis technique

In this research, the researchers conducted two phases in collecting the data. The first phase was the quantitative phase. Then, it was followed up by the second phase, namely the qualitative phase. In the quantitative phase, the obtained data were classified into several sub-topics so that it could simplify the data display. However, the researchers took note of the item's distribution. By knowing the distribution, the researchers could see the gradation of the results and to explore the participants' answers in the qualitative phase.

In the qualitative phase, the researchers should make transcription from the interview's audio recorded before analyzing the data. After having the transcription, the researchers read the transcription several times so that the researchers could interpret the ideas proposed by the interviewees. Then, the researchers did data reduction by summarizing the ideas, drawing meaningful ideas, and mapping the ideas. Basically, the result of the qualitative phase corresponded with the data from quantitative data. Thus, it helped the researchers to correlate the quantitative data with the qualitative data.

FINDINGS AND DISCUSSION

Students' Regulation in English Reading Comprehension during the Online Learning Process

The researchers sought to examine how the students regulate their motivation in reading comprehension during online class by analyzing the questionnaires that were distributed to 30 students. In filling out the questionnaires, the students need to choose one of five options, namely SD (strongly disagree), D (disagree), N (neutral), A (agree), and SA (strongly agree). The result of the questionnaire is explained in the following table. In this case, the researchers simplified the statements of the questionnaire into five notions.

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Table 2:
The Result of the Questionnaire

No	Notions	SD	D	N	A	SA
1	Intrinsic motivation in reading	2.5%	10.8%	15.8%	45.0%	25.9%
2	Extrinsic motivation in reading	0%	0%	0.%	36.7%	63.3%
3	Learning autonomy	0.55%	11.1%	19.45%	48.90%	20%
4	Learning focus	0%	0%	8.35%	50%	41.65%
5	Critical thinking	6.7%	15%	15%	37.5%	25.8%

Based on Table 2 above, both intrinsic motivation and extrinsic motivation influenced the way students comprehended the provided texts during an online class. Intrinsic motivation and extrinsic motivation engaged the students in reading activities (Manan, 2017). Thus, the students had different ways to regulate and maintain their motivation to comprehend the English texts. To know more about the motivation in reading that students had, the researchers provided detailed information on the following table.

Table 3:
Intrinsic Motivation in Reading

No	Statement	SD	D	N	A	SA
1	Enriching knowledge by reading provided English texts.	0%	0%	13.3%	63.3%	23.3%
2	Willingness to finish reading the provided English texts	0%	0%	0%	63.3%	36.7%
3	Interesting topics of English texts	0%	6.7%	26.7%	40%	26.7%
4	Reading English texts for pleasure	10%	36.7%	23.3%	13.3%	16.7%

From Table 3 above, it was obvious that the students had attempted to regulate intrinsic motivation in comprehending the provided English texts. Generally, intrinsic reading motivation influenced the students to read the texts because they had curiosity, desire, and interest (Larson et al., 2016; Zhang et al., 2020). According to Takaloo & Ahmadi (2017); Troyer et al. (2019); and Wigfield et al. (2016), intrinsic motivation had a positive relationship with reading achievements. It meant that the students who had intrinsic motivation tried to get full information about the texts they read. Thus, they would comprehend the texts more optimally. To gain more information about the students' regulation on reading comprehension during online class, the researchers had already interviewed the students. The interview transcript was stated below:

"I like watching movies that are spoken in English. Besides, I like reading English texts. It influences me to learn English. By comprehending the reading texts, I get

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a new vocabulary that helps me in improving my English skills. Furthermore, I can enrich my knowledge by reading the provided texts." (S1, interview)

According to that statement, the student had an interest in English. Thus, the student had the willingness to learn English through watching movies and reading texts. In addition, the researchers found out the correlation between the result of the questionnaire and the interview. It could be seen that intrinsic motivation influenced the students in comprehending the provided English texts. Although intrinsic motivation supported the students to comprehend the English texts, extrinsic motivation also influenced students' reading comprehension.

Table 4:
Extrinsic Motivation in Reading

No	Statement	SD	D	N	A	SA
1	Reading the provided English texts for pleasing the teacher.	0%	0%	0%	43.3%	56.7%
2	Reading the provided English texts for accomplishing the tasks.	0%	0%	0%	30%	70%

Based on Table 4 above, the researchers understood that most of the students were encouraged to read and comprehend the provided English texts because of the extrinsic motivation that they had. During online learning processes, the teachers tended to instruct the students to read provided English texts and do the provided assignments to achieve the learning objectives. Thus, the students usually read and comprehended the provided English texts because they wanted to accomplish their tasks (Schaffner & Schiefele, 2016). Similar to the result of the questionnaire, the interviewee stated:

"In this situation, what I can do for participating in the learning process is that I need to finish my assignment. To finish it, I need to comprehend the reading text given by the teacher. By understanding the information from the text, I will be able to answer the questions related to the text." (S2, interview)

It could be seen that the students understood their obligation as students. They could not deny that they ought to deal with online learning to understand the learning materials. Thus, they realized that they had to comprehend the given texts so that they could grasp the information to finish the assignments. From that statement, it could be concluded that being able to finish the assignment was an extrinsic motivation that supported the students to comprehend the reading texts.

After reading Table 3 and Table 4, the researchers concluded that the students had different motivations, namely intrinsic motivation and extrinsic motivation. Those motivations were influenced by internal factors and external factors. It attracted the students to read the provided English texts that were given by the teacher. It was similar to the finding from the previous research conducted by Schaffner & Schiefele (2016) about the significance of intrinsic motivation and extrinsic motivation to engage the students in the learning process.

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Since the students had different motivations in reading the provided English texts, the students tended to implement different strategies in comprehending the provided English texts as can be seen from the following diagram.
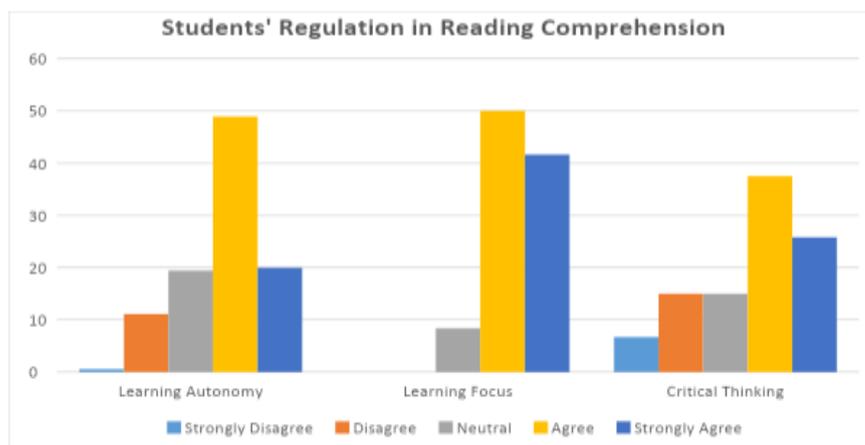

Figure 2. Students' Regulation in Reading Comprehension

The data distribution of the way students regulated themselves in reading comprehension could be seen in detail in the figure above. Based on the result of the research, most of the students agreed that they needed to implement learning autonomy so that they could comprehend the provided English texts well. The detail of the result could be seen in the following table.

Table 5:
Learning Autonomy

No	Statement	SD	D	N	A	SA
1	Making time for comprehending the provided English texts.	0%	0%	13.3%	60%	26.7%
2	Reading the provided English texts several times independently.	0%	16.7%	26.7%	43.3%	13.3%
3	Writing important information from the text.	0%	30%	30%	26.7%	13.3%
4	Translating difficult words.	0%	0%	20%	60%	20%
5	Making conclusion from the texts.	0%	0%	13.3%	60%	26.7%
6	Evaluating the process of comprehending the English text and re-implementing the strategies that work well.	3.3%	20%	13.3%	43.3%	20%

According to Table 5 above, the students learned autonomy in reading comprehension by making time, reading the provided English texts several times, writing important information, and making conclusions from the text. Those strategies helped the students to construct an understanding of the texts. It was strengthened by the interviewee that said:

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"Since English lesson is difficult for me, I need to read the text several times to grasp the ideas of the text. Thus, I make time for reading. I usually take notes and draw some conclusions. By doing those strategies, I can understand the contents of the text and accomplish the assignment on time." (S3, interview)

From the results above, it was shown that some students made time for reading the provided English text because they wanted to be able to understand the text deeply to accomplish the task on time. Thus, the students would not put off the reading tasks.

Seeing the result of the questionnaire, the researchers found out that the students needed to translate difficult words. It helped the students to get a full understanding of the text that they had read before. It was strengthened by the following interview transcription.

"During reading English texts, I may face difficulties in understanding the meaning of the words. Thus, I tend to translate unfamiliar words into Bahasa Indonesia by using *Google Translate*. However, if I still cannot understand the meaning, I usually ask my teacher through *WhatsApp group.*" (S3, interview)

From the transcript, the researchers got new information about how the student overcame the difficulty in understanding unfamiliar words written in the texts. In response, the student tended to translate it into Bahasa Indonesia first by using *Google Translate* (Badriyah et al., 2020). By trying to solve their own difficulties, the students showed their willingness to learn independently. Unfortunately, it was confusing sometimes because *Google Translate* gave incorrect meanings. Thus, the students tended to ask the teachers. Since the students and the teacher could not meet physically each other in school, they could not have a real discussion. They tended to discuss it through *WhatsApp Group*.

Discussing the result of the research, 63.3% of the students evaluated the reading strategies that they used after reading the provided English text. The following transcription can be used to strengthen the data of the questionnaire.

"Before reading the provided English texts, I usually plan the strategies that I am going to implement, such as reading the paragraph of the text by paragraph, highlighting the important ideas, and making a summary. When the strategies work well, I will repeat sing those strategies for the next reading." (S2, interview)

Evaluation that was done by the students helped them in selecting reading comprehension strategies for the next reading assignments. Then, the students could be able to organize themselves in comprehending the provided English texts well. From the obtained data, it could be concluded that learning autonomy influenced the way students comprehended the provided English text. Learning autonomy itself had significant relation with reading comprehension (Koosha et al., 2016). By implementing learning autonomy in reading English texts, the students tended to be responsible for accomplishing the reading activities. Thus, the students tended to set their time, place, and strategies to support them in comprehending the provided English texts.

In reading comprehension, the students should also provide a learning focus. By having a learning focus, the students could maximize themselves in comprehending the

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English texts that were given by the teacher. Besides, the students tended to absorb the information from the texts well. The evidence can be seen in the following table.

Table 6:
Learning Focus

No	Statement	SD	D	N	A	SA
1	A quiet room improves my concentration in comprehending the English texts.	0%	0%	16.7%	60%	23.3%
2	Having a break when I feel tired of reading the English texts.	0%	0%	0%	40%	60%

The researchers concluded from Table 6 that almost all of the students tended to read the English texts in a quiet room so that they could have the full concentration to comprehend the texts. In addition, they would have a break for a moment whenever the students felt tired or lost their concentration. It was important for them because they could not comprehend the English texts well without having concentration.

> "For me, I need to put myself to be ready whenever I read the English texts. I tend to prepare everything that can facilitate me to focus on reading the texts. For example, I usually read English texts in the quiet room so that I can gain complete information and organize the information well." (S2, interview)

From the result of the questionnaire and interview transcription, the researchers understood that the students required a quiet room and break time to focus on comprehending the texts. Since reading is a way to gain information, the students might engage themselves by concentrating on the texts. Thus, they could achieve a complete understanding of the texts.

During online learning, the students were expected to have a responsibility for their learning process. It allowed the students to learn everywhere and every time. According to Gilbert (2015), online learning could be defined as distance learning because it allowed the students to learn partially or entirely over the internet. It offered students the flexibility of time and place to study. In addition, the students could access many learning resources related to their learning topic from the internet. Since the teacher could not monitor the students directly in reading the provided texts and additional texts from the internet, the students were expected to be able to use their critical thinking in processing the texts from the internet. Thus, the students needed to comprehend the text critically. Thus, they got a full understanding of the text.

As shown in Table 7, it could be concluded that most of the students agreed that they tended to check understanding after reading the provided English texts to get the information completely related to the texts. They realized that it was their responsibility to reach their learning objectives. It was proven by the result of the interview transcription below:

> "I must be an independent learner. Thus, I need to read the provided English texts. Then, I re-check my understanding by using my critical thinking and having a

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discussion with my friends. Besides, I tend to find additional articles related to the provided texts to get enlightenment." (S4, interview)

Table 7:
Critical Thinking

No	Statement	SD	D	N	A	SA
1	Filtering new information from the provided texts by thinking critically using the background knowledge that I have.	0%	3.3%	16.7%	60%	20%
2	Reading trusted journals critically related to the passages that I have read.	20%	23.3%	23.3%	23.3%	10%
3	Comparing and contrasting the provided English texts with additional trusted journal	6.7%	33.3%	16.7%	30%	13.3%
4	Having discussion session on contents critically.	0%	0%	3.3%	36.7%	60%

The excerpt above illustrates that critical thinking should be implemented during comprehending texts. Reading comprehension would mean nothing without students' critical thinking. In other words, in comprehending texts, the students needed to put their logic to verify the information from the texts. Those explanations above presented that students had different ways of regulating themselves in comprehending provided English texts. The differences were influenced by students' needs, motivations, interests, and capability in comprehending text. They could understand what to do to comprehend the text. It meant that the students could implement the appropriate strategies based on their needs, motivations, interest, and capability. It was related to Zimmerman (1989) that discussed the implementation of self-regulation in the learning process. Zimmerman stated that self-regulation referred to the degree to which learners were active to participate in the learning process. Besides, the ways students regulated themselves in comprehending the provided English texts were influenced by the level of learning autonomy that they had. It was proven that there was a positive correlation between learning autonomy and reading comprehension (Koosha et al., 2016). Thus, the students who were used to being autonomous learners tended to be able to regulate themselves in reading comprehension well.

CONCLUSION
This study aims to investigate students' self-regulation in comprehending English texts during an online class. Based on the analysis, it can be concluded that the students' regulation in English reading comprehension was realized in different ways. Some students regulate themselves in comprehending the English texts in online learning by implementing (1) learning autonomy, (2) learning focus, and (3) critical thinking to comprehend the texts.

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Since students have different ways to regulate themselves in comprehending English texts, English teachers can undertake more desirable ways of monitoring students in the learning process, especially during an online class. The teacher can implement more suitable learning activities to improve students' regulation of motivation in reading comprehension. Nevertheless, this research may have limited coverage because the researchers did not implement the learning techniques to improve the students' English reading comprehension. Thus, future researchers can more deeply investigate how self-regulation in reading comprehension is undertaken using more specific learning strategies in experimental studies.

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