

A COMPARATIVE EXAMINATION OF SELF-REGULATED LEARNING IN ENGLISH READING FOR ACCOUNTING AND OFFICE MANAGEMENT STUDENTS

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Abstract

Self-regulated learning (SRL) is recognized as significantly beneficial in improving pupils' proficiency in English reading. But there hasn't been much study comparing the SRL of vocational students from various fields of study. Examining whether accounting (AKL) and office management (MPLB) students differ in their ability to self-regulate their reading comprehension of English was the primary goal of this research. This study employed a quantitative comparative methodology with 120 eleventh-grade pupils at SMK Negeri 1 Dukuhturi. The data was collected using a self-regulated learning questionnaire that was based on Zimmerman's cyclical model. Descriptive statistics and an independent samples t-test were used for evaluation. The findings indicated that both cohorts exhibited a notable level of self-regulated learning. The MPLB students achieved superior average scores; nevertheless, the disparity was not statistically significant ($p = 0.281$). The results indicate that the students' field of study had no substantial effect on their self-directed learning in English reading.

Keywords: self-regulated learning; English reading; vocational students; comparative study

1 INTRODUCTION

Reading English is a critical part of vocational education as students are expected to understand numerous academic and work-related literature such as manuals, reports, and technical documents. Reading comprehension is not only about identifying words or understanding grammatical structures, but also about constructing meaning through strategic cognitive processes. Reading comprehension and performance in the classroom are positively correlated with students' abilities to organize, track, and evaluate their own reading. Consequently, the enhancement of reading comprehension is closely linked to students' capacity for self-regulated learning.

A key component influencing academic achievement is self-regulated learning (SRL). The three interconnected stages of SRL that Zimmerman (2002) outlines are planning, execution, and reflection on one's own performance. During the pre-task phase, learners establish educational objectives and formulate strategies. The performance phase comprises using learning strategies, checking for understanding and staying on task while doing the activity. The last step is self-reflection, when students evaluate their progress and pinpoint where they may improve for future lessons. These methods transform students from information recipients into knowledge producers in their own education.

Prior studies have identified a favorable relationship between self-regulated learning and literacy success. Tse et al. (2022) identified that self-regulated language development had a noteworthy beneficial effect on pupils' reading proficiency. Likewise, Kavani & Amjadiparvar (2018) revealed that self-regulated learning practices were important predictors of long-term gains in reading comprehension. Likewise, further research conducted by Wang (2023) and Sangsawang (2020) also indicated that metacognitive regulation and motivational control have a substantial role in students' reading comprehension in English for speakers of other languages (EFL). Students who are able to control their own thoughts, feelings, and actions have a better chance of succeeding in reading classes, according to the findings.

The association between self-regulated learning and reading achievement has been well researched however there are gaps in the study. Most of the earlier studies focused on university students or general secondary school populations, while vocational high school pupils were relatively little addressed. Most of the previous research also used correlational or experimental designs that examined the influence of instructional interventions on self-regulated learning. There is still a lack of

comparative studies on whether students from different vocational majors have varying levels of self-regulated learning.

This gap is particularly crucial in vocational education, as different academic majors have different learning characteristics and task requirements. In the student group of Accounting (AKL) the analytical and numerical materials that require precision and methodical thinking are more often found. The student group of Office Management (MPLB) is more frequently confronted with issues of administrative communication, documentation and organization. These disparities in discipline can influence how students organize, monitor and assess their learning in English reading activities. Finding out whether such disparities exist in students' self-regulated learning can give English teachers useful information to build instructional strategies that are more suitable for vocational learners.

The purpose of this research was to compare the English reading self-regulation strategies used by Accounting (AKL) and Office Management (MPLB) students at SMK Negeri 1 Dukuhturi. Based on Zimmerman's Cyclical Model as the theoretical framework, this study aims to provide empirical evidence of self-regulated learning among vocational high school students through a quantitative comparative approach and enrich the literature on English language learning in vocational education.

2 METHODOLOGY

The study utilized a quantitative comparative research methodology to find out if there was a significant difference in self-regulated learning (SRL) in English reading between the Accounting (AKL) and Office Management (MPLB) students. Since the study was designed to examine the levels of SRL in two naturally occurring populations and no variables were manipulated, it was decided that a comparative design would be most suitable (Creswell & Creswell, 2018).

The research was done on 120 students of grade XI SMK Negeri 1 Dukuhturi, consisted of 60 students of Accounting (AKL) and 60 students of Office Management (MPLB). The sample was selected proportionately using purposive sampling so as to have proportional representation from both majors. Etikan (2017) assert that by using purposive sampling, researchers may choose individuals according to certain characteristics and study needs.

After reviewing Zimmerman's Cyclical Model of Self-Regulated Learning, we developed a Self-Regulated Learning Questionnaire to collect data (Zimmerman, 2002). There were fifteen questions covering three aspects of SRL in the survey: Three parts to effective goal setting, planning, self-efficacy, and motivation: forethought, performance, and self-reflection. A five-point Likert scale was used to assess the responses, with 1 representing Strongly Disagree and 5 representing Strongly Agree. Before the primary data collection began, the validity and reliability of the instrument were verified in a pilot study. The results of the validity test showed that every question on the survey was up to par. This instrument was dependable for assessing students' capacity to self-regulate their learning, according to the reliability study, which produced a respectable Cronbach's alpha coefficient.

We used IBM SPSS Statistics 26 for our data analysis. Statistical tools for descriptive analysis were used to characterize the students' levels of self-regulated learning, namely the mean and standard deviation. Using the Kolmogorov-Smirnov normality test and Levene's test of homogeneity, the assumptions for parametric analysis were validated prior to hypothesis testing. The next step was to do an Independent Samples t-test to see whether the kids in AKL and MPLB demonstrated significantly different levels of self-regulated learning. At a significance threshold of 0.05 ($p < .05$), statistical analysis was performed. To further quantify the dissimilarity between the two sets of data, Cohen's d was computed.

3 RESULTS

3.1 Results

The questionnaire was tested for validity and reliability before being delivered to the participants. All items of the questionnaire reached the validity standards necessary and the reliability study demonstrated that the instrument had enough internal consistency. Therefore, it was deemed appropriate to measure the students' self-regulated learning (SRL) in English reading.

Accounting (AKL) and Office Management (MPLB) students had strong levels of self-regulation in their English reading, according to the descriptive data. Among Zimmerman's cyclical model's three stages, forethought had the highest mean score and self-reflection the lowest. Students were less likely to assess their own learning progress after finishing reading assignments, according to these statistics, but more likely to establish learning objectives and formulate learning strategies before beginning reading activities.

Data homogeneity (Levene's test) and normality (Kolmogorov-Smirnov test) were verified before hypothesis testing. The findings validated that the parametric analysis satisfied all of its presumptions. The SRL scores of students at AKL and MPLB were compared using an Independent Samples t-test.

Statistical analysis using the Independent Samples t-test revealed no significant difference in the self-regulated learning of Accounting and Office Management students ($p = .281$, $p > .05$). The mean score of MPLB students was somewhat higher compared to AKL students, however this difference was not statistically significant. Furthermore, the estimated effect size (Cohen's $d = -0.198$) revealed a minor effect, suggesting that the practical difference between the two groups was small. This research found no statistically significant relationship between students' majors and their ability to self-regulate their acquisition of English reading.

Table 1. Comparison of Self-Regulated Learning Between AKL and MPLB Students.

Variable	AKL	MPLB	p-value	Cohen's d	Interpretation
Overall SRL	High	High	0.281	-0.198	No significant difference

3.2 Discussion

Students majoring in accounting and office management have similarly high levels of self-regulation in reading English, according to the data. The absence of statistically significant difference suggests that students of diverse vocational majors manage their learning in similar ways, while having varied academic specialty. The results confirm the claim of Panadero (2017) that students' academic backgrounds are only one factor among several that influence students' ability to self-regulate their learning. Similarly, Habók & Magyar (2018) suggest that students' self-regulatory skills grow through continual learning experiences and instructional support, not from disciplinary distinctions.

The highest score in the Forethought phase indicates that the students are generally able to set the learning goals and prepare the relevant techniques before starting with reading tasks. Zimmerman (2002) suggests that successful learners begin the learning cycle with goal setting, preparing learning tactics and building positive motivational beliefs. Similar results have been observed repeatedly in previous research. Planning and goal-setting methods were important predictors of English reading achievement (Kavani & Amjadiparvar, 2018). Motivational regulation in the forethought phase had a favorable effect on students' reading comprehension and vocabulary growth.

Among the three components of self-regulated learning, the Self-Reflection phase had the lowest mean score. The findings indicate that while students are involved in the preparation and monitoring of their learning, they are less involved in evaluating their performance after completion of reading tasks. Reflection is a key element of self-regulated learning because it allows learners to recognize their strengths and limitations and enhance their future learning strategies (Zimmerman, 2002). Likewise, Panadero (2017) contends that reflective assessment increases the learners' ability to revise tactics in the succeeding learning cycles, supporting continuing academic growth.

In addition, the absence of substantial differences between AKL and MPLB pupils is consistent with past educational research that suggests that learning results are not always dictated by students' origins or academic characteristics. Aflahatun et al. (2022) discovered that positive impressions or contextual differences do not necessarily transfer into different educational outcomes. Because instructional assistance and learning strategies often play more crucial roles. The fact that both groups had the same educational setting might account for their similar levels of self-regulated learning, followed the same English curriculum, and had similar classroom instruction in the present study.

To summarize, the results imply that vocational students, independent of their academic majors, have a similar capability to regulate their English reading. Hence, it is encouraged that English teachers

continue to promote self-regulated learning practices, particularly those activities that help students evaluate their learning and reflect their reading performance. Strengthening the self-reflection phase may help students become more autonomous learners and increase their reading comprehension over time.

4 CONCLUSIONS

Accounting (AKL) students and Office Management (MPLB) students at SMK Negeri 1 Dukuhturi will be compared in terms of their self-regulated learning (SRL) in English reading. The purpose of this study is to investigate the differences between the two populations. Both groups had strong capacities for self-regulated learning; however, the Forethought phase was more advanced than the Self-Reflection phase. There was also no statistically significant difference in total SRL between the AKL and MPLB groups, according to the Independent Samples t-test. This means that students' academic major did not significantly contribute to their capacity to control learning throughout English reading activities. Results are consistent with the concept that self-regulated learning is not only a function of students' academic backgrounds, but rather an interplay among cognitive, motivational, and behavioral processes (Panadero, 2017). Zimmerman's (2002) Cyclical Model of Self-Regulated Learning emphasizes the significance of planning, monitoring, and reflection in the learning process. Thus, English teachers are advised to continue to incorporate self-regulated learning strategies into reading instruction, particularly in inspiring students to undertake reflective activities that allow them to evaluate and improve their learning. Further studies are suggested to explore self-regulated learning in various vocational schools or educational levels and to study other factors, such as learning motivation, reading proficiency, and instructional techniques, which may affect students' self-regulated learning.

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