

# The Impact of Self-Directed Learning on Students' English Reading Comprehension Ability

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## Abstract

Self-directed learning (SDL) refers to practice in the classroom for individual students' English reading comprehension skills over the course of two meetings in this study. The objective of this study is to determine the impact of SDL on English reading comprehension ability and its size, as well as how SDL enhances English reading comprehension ability of 30 students from one of Jakarta's education institutions. An embedded mixed methods design with an embedded experimental model version is used in this work. Common European Framework of Reference for Languages (CEFR) part gave quantitative data, and the Learning Summary and Evaluation Sheets, as well as instructor reflection, yielded qualitative data. The dependent samples t-test reveals that, on average, the English reading comprehension ability of the subject students before the SDL ( $M = 12.30$ ,  $SD = 2.76$ ), and that after the SDL project ( $M = 13.33$ ,  $SD = 3.30$ ) is significantly different ( $p = 0.01$ ). This means that, on average, the English reading comprehension ability of the students in the post-test significantly increases from the pre-test. The effect size is 0.34, which means that its magnitude is "medium". SDL improves reading ability in terms of "increasing awareness of reading strategy use" (53%), "developing learning responsibility and effort" (20%), "providing freedom to learn" (20%), and "building self-confidence to read" (7%). Implications and applications are discussed, and recommendations are provided.

**Keywords:** English Reading comprehension, Students, CEFR, Self-directed learning

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## INTRODUCTION

Individual learners must take responsibility of their own learning outside of the classroom without the presence of a teacher. This learning ability promotes lifelong learning, which aims to empower people to learn whenever, anywhere, and in any environment throughout their lives, based on their needs and interests. Self-directed learning is one of the learning methodologies that may be implemented to enhance learning capacity (SDL).

## LITERATURE REVIEW

### Self - directed Learning (SDL)

Currently, self-directed learning has become a mainstay method where a teacher will not be able to guide or even constantly monitor a student, so this learning method emerges as a solution for teachers and students so that the learning and teaching process can be productive in classroom or outside of class. outside of the schoolroom This has

also been described by a number of experts, as will be discussed in the following paragraph.

Self-directed learning is the effort to separate oneself from one's parents or teachers and find oneself through self-identification, which is the planned growth of a stable and autonomous person (Good & Brophy, 2007). The directed attitude isn't egoistic or selfish; it's a willingness and ability to shape one's own life. Self-directed learning is defined by an individual's ability to modify his or her behavior, accept responsibility for his or her actions, make independent decisions, demonstrate initiative and creativity, and solve issues without the assistance of others. Self-directed learning can occur under a number of conditions, including when: 1) teachers act as facilitators rather than as sources of content; 2) learners are involved in selecting learning resources and strategies, and 3) learners are involved in self-assessment of their learning outcomes (Knowles, 1975).

Carl Rogers (Brockett and Hiemstra, 1993) maintains that all human beings have a tendency to progress towards completeness or fulfillment of potential (actualizing tendency). Individuals have the creative power to solve problems, modify their self-concept, and become more self-directed inside themselves. Individuals are the source of their own psychological development and maturity.

According to Nash (2014), Dewey's response to what he viewed as the necessities of a modern democratic society spawned the concept of self-directed learning. His ideas influenced education around the turn of the century, and they continue to influence educational policy now. The ideal goal of education in a democracy, according to Dewey (2012), is the development of self-control that can direct one's personal freedom of choice.

Independent learning has been shown as a significant predictor of academic desire and achievement in students. It's a crucial concept in today's discussions of good academic learning. Independent learning is critical to the learning process because it allows students to direct their academic information acquisition (Winne, 1995).

Students demand independence during the self-learning process in order for the learning process to continue properly and enhance student accomplishment. According to Metallidou and

Vlachou (2010), self-learning is defined as learning in which students are given the freedom to set their own learning goals, design their own learning process and techniques, make academic decisions, and engage in activities that help them reach their goals.

"In its broadest meaning, 'self-directed learning' describes a process by which individuals, with or without the assistance of others, diagnose their learning needs, formulate learning goals, identify human and material resources for learning, choose and implement appropriate learning strategies, and evaluate learning outcomes," writes Knowles (1975: 18).

### **English Reading Skills**

Reading is one of the most crucial abilities that students should learn. Reading, especially reading-intensive reading, is a difficult skill to master since children must first comprehend the words before they can produce the correct sound. The changing times necessitate more competitiveness and a shift in people's mindsets, particularly among the younger generation of students. As a result, in order to compete in today's global marketplace, students must acquire language abilities such as listening, speaking, reading, and writing through schooling. The language process is inextricably linked to learning activities (Sari, 2016). This education must be combined with enjoyment. Students who have a high interest in learning will always pay full attention to their efforts to achieve learning goals. Furthermore, language skills are closely related to the processes that underlie the mind; for instance, the more skilled a person is in speaking, the brighter and clearer the way of thinking is (Sari, 2019c).

Reading is the process of obtaining information, capturing material or messages, and comprehending the meaning of communication communicated by an author by decoding written symbols with complete attention, understanding, appreciation, and interpretation (Sari & Wardhani, 2020). Because someone needs to know and comprehend the functions of texts appropriately, it is a basic knowledge system for obtaining information and deepening knowledge (Zhou,

2018). Furthermore, according to Anggraini et al. (2018), reading is an activity that involves recognizing and observing a text in order to extract information from it. It can be done with any reading materials, as demonstrated by Darmuki et al. (2016), who claim that reading reference books, for example, can help readers enhance their language skills. Based on the above opinion it can be concluded that the aspects of reading are the skills to understand and interpret information.

Reading abilities can be divided into two categories based on their forms: intensive reading and extensive reading (Sari, 2020). Intensive reading is a method of reading that focuses on thoroughly comprehending a text. Word recognition, literal understanding, and interpretation are all part of the intensive reading process. Intensive reading can help you improve your reading skills and decrease the amount of time you spend reading (Roberts et al., 2015). Meanwhile, extensive reading is referred to as extreme reading because it is done in a thorough and comprehensive manner (Boudah, 2018). As a result, intensive reading can be defined as a literacy activity that is carefully done to understand texts with high accuracy and achieve a thinking process in the form of rationalization of what is read by analyzing and criticizing the texts to produce new knowledge, whereas extensive reading is a literacy activity that is carried out extensively and comprehensively. As a result, critical reading is a type of intensive reading.

**Characteristics of Poor and Successful Readers**

It is worthwhile to investigate the characteristics of poor and successful readers since this information will be extremely useful to teachers who wish to help their students improve their reading skills. The following are the characteristics of bad and effective readers, according to Knuth and Jones (1991). (Table 1).

**Table 1: Characteristics of poor and successful readers**

Characteristics of poor readers	Characteristics of successful readers
Understanding occurs from 'getting the words right,' rereading	Understanding that they must take responsibility for construction of meaning using their prior knowledge.

Are poor strategy users:	Are good strategy users
<ul style="list-style-type: none"> <li>• They do not think strategically about how to read something or solve a problem.</li> <li>• They do not have an accurate sense of when they have good comprehension readiness for assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• They think strategically, plan, monitor their comprehension, and revise their strategies.</li> <li>• They have strategies for what to do when they do not know what to do.</li> </ul>
Have relatively low self-esteem.	Have self-confidence that they are effective learners; see themselves as agents able to actualize their potential.
See success and failure as the result of luck or teacher bias.	See success as the result of hard work and efficient thinking.

It can be inferred that readers who can effectively apply reading methods are potential or successful readers. They are also more likely to be self-directed learners who are self-assured and know how to learn by themselves, as well as reflective learners. To improve weak English readers, it is therefore necessary to teach reading strategies, particularly those used by good readers. Teachers must not only provide a reading tool to weak readers, but they must also instill self-esteem and confidence in them so that they believe they can enhance their reading ability and become effective readers.

Teachers, as Carrell and Eisterhold (1989) stated many years ago, play an important role in helping pupils improve their reading skills. Outside the EFL/ESL classroom, they must grow independent readers. This is the long-term goal for reading teachers; nevertheless, pupils must be able to apply classroom activities and approaches to situations outside of the classroom. Carrell and Eisterhold clearly see a link between SDL and reading skills, in-class and out-of-class learning, and the importance of learner autonomy in the transfer of English knowledge to real-world applications.

In terms of reading and SDL research in Indonesia, it was discovered that Indonesian students of various ages have difficulty reading English due to technical words, sentence structures and syntax, foreign vocabulary, and reading comprehension (Chawwang, 2008; Kittikunaporn,

2008). A lack of independence and autonomy enhancement in the teaching approach, unappealing resources, and an uncomfortable classroom environment were discovered to be barriers (Chomchaiya and Dunworth, 2008). Also, it has been found that SDL helps improve English reading ability and enhance the learner autonomy of students at secondary and tertiary education levels (Vibulphol, 1996; Kamphanit et al., 1999; Leetim, 2001; Swatevacharkul, 2006; and Channuan and Wasanasomsithi, 2012). Still, there seems to be little empirical evidence on SDL and the reading ability of graduate students, and this led to the conduct of this present study.

### The Context of the Study

The study takes place at a public university in Jakarta, Indonesia. This is an academic English Proficiency English course focusing on English reading comprehension abilities. It was created on a satisfactory/unsatisfactory (S/U) basis with the goal of allowing students to read academic texts, papers, or other reading material relevant to their field of study. Students learn reading tactics and procedures in the first part of the course, such as using an English dictionary, using context clues to estimate the meaning of unknown words, referencing pronouns, skimming, and scanning. This session was preceded by a thorough review of English sentence structure. Following the improvement of English reading skills, the second half of the course focuses on writing skills.

The second semester's classes included 30 adult male and female students ranging in age from 23 to 40 years old and working in a variety of fields. Their English abilities are varied, ranging from elementary to pre-intermediate. As a result, teachers and researchers are using SDL to improve their English reading comprehension skills. A student training scheme encompassing what is SDL (psychological aspect) and learning techniques including cognitive and metacognitive strategies (methodological aspects) has been organized at the start of the course to provide students with learning tools for their SDL. The research framework is depicted in Figure 1.

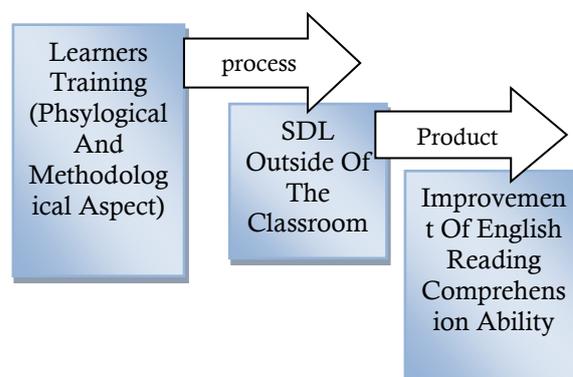


Figure 1: Conceptual framework

### Research Questions

1. What is the impact of SDL on the English reading comprehension ability and how large is the effect size?
2. How does SDL improve students' English reading comprehension ability?

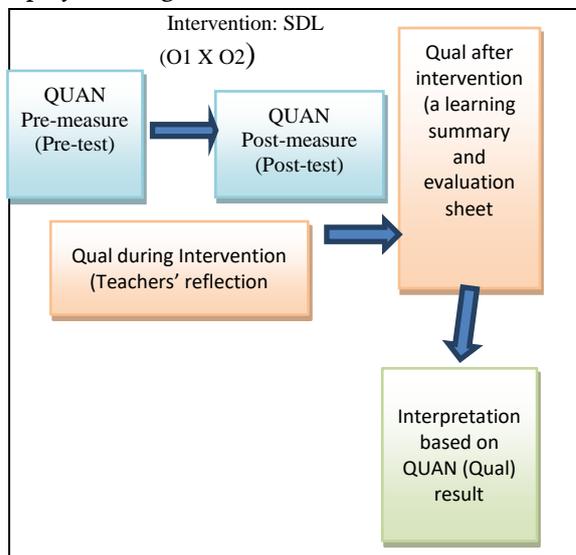
### Hypothesis

1. The English reading comprehension ability of students in the post-test will significantly increase from the pre-test

### Research Design and Procedure

The embedded mixed methods design with a variation of the embedded experimental model was used for this research project (Creswell, 2007: 69). This model is characterised by the use of qualitative data in an experimental design (such as a true experiment or quasi-experiment). The quantitative, experimental approach determines the model's priority, while the qualitative data is a subordinate inside that methodology. The major goal of this mixed methods study was to explore the influence of SDL on reading comprehension ability utilizing a pre-experimental research design with a One-Group Pretest-Posttest Design (O1 X O2). Data were gathered quantitatively using a test to investigate English reading comprehension ability of students, which was hypothesized to be significantly increased after performing SDL outside of the classroom. A secondary purpose was to gather qualitative data that would explore how SDL improved the subject students' English

reading comprehension ability. The qualitative information will explain the results of the SDL. The embedded experimental model of this study is displayed in Figure 2.



**Figure 2: Embedded design: embedded experimental model**

### **Subject**

The study enlisted the participation of 30 students. Their English abilities ranged from beginner to pre-intermediate. Female pupils outnumbered their male counterparts by three to one.

### **Instruments**

The English Test for CEFR (Common European Framework of Reference for Languages), learning summaries and assessment sheets, and teacher reflection are the three main tools used to collect data. In addition, pedagogical resources such as work notes and reading approach checklists were utilized to support and monitor quantitative and qualitative findings.

#### **I. English reading comprehension test**

For research question 1, a test from the CEFR's reading comprehension section was utilized for two purposes: as a pre-test and a post-test for students' English reading comprehension abilities. The test consisted of multiple-choice type items with four alternatives.

#### **2. Learning summary and evaluation sheet**

After the course, students were given a Learning Summary and Evaluation Sheet, which included a series of open-ended questions that allowed them to write down their ideas and opinions in Bahasa Indonesia. The following are the questions that were used to gather information for this study:

- Do you think SDL can help you improve your English reading ability?
- If so, why and how?

#### **3. Teacher's reflections**

The teacher's written reflections were based on checking a Record of Work and from informal talks with students each week in class.

#### **4. Pedagogical instruments**

The two instructional aides were a Record of Work and a Reading Strategy Checklist. My learning aim, what I've done, and what I've learned make up the first. Reflections on usefulness and problems, and Future plans (Benson, 2011: 71) required each student to reflect on his or her SDL on a weekly basis, while the reading strategy checklist is a 3- point Likert scale of reading strategy statements (Swatevacharkul, 2006). Students rated each statement after finishing their weekly SDL.

#### **Data Collection Procedure**

Week 1: a pre-test was provided during the first-class session. After that, students receive learner training, which is a program that prepares students to do SDL outside of the classroom. Its goal is to mentally and methodologically prepare students. The psychological preparation seeks to teach the notion of SDL and establish a positive attitude toward individuals who are supported by it. Students must value students' willingness, confidence, and motivation to learn independently outside of the classroom. Reading methods, including cognitive and metacognitive strategies, are addressed in the preparation methodology. In

the first session, psychological preparation is carried out.

Week 2: For two weeks, each student assumes the role of an independent learner performing SDL outside of the classroom. They choose what to read each week and select reading content that interests them.

The teacher takes on the role of a counselor. In the Work Notes Feedback area, the teacher delivers written feedback on aspects of the student's SDL every week. During class, the teacher has a private conversation with each student about his or her SDL. On their SDL, they were given verbal advice.

Then the reading post-test, which was the same as the pre-test, was administered to all students at the end of the course in week two with the same test time as the pre-test. After the post-test, the subject students were asked to express their opinion about the Learning Summary and Evaluation Sheet. They write their opinions in Indonesian to prevent any language barrier from affecting their opinions, thoughts or perceptions.

**Data Analysis and Results**

For research question 1, a dependent samples t-test was calculated to test the hypothesis. To measure the magnitude of a treatment effect, the effect size was calculated using a computer program. The results are shown in Table 2.

**Table 2: The Effect of SDL on English reading comprehension ability**

Test	n	Mean	SD	df	t	Sig. (I-tailed)
Pre-test	30	12,30	2,76	32	2,40	0,01
Post-test	30	13,33	3,30			

P<0,05

Table 2 shows that  $t_{32} < 2.40$ , and the hypothesis was accepted. Therefore, on average, the English reading comprehension ability of the subject students before the SDL (M = 12.30, SD = 2.76), and that after the SDL project (M = 13.33, SD = 3.30) was significantly different ( $\alpha = 0.05$ ). This means that, on average, English reading comprehension ability of students in the post-test

significantly increased from the pre-test. The effect size was 0.34, which means that its magnitude is "medium" (Cohen, 1988).

In regard to research question 2, the data obtained from the portfolios containing learning summary and evaluation sheets were analyzed using a thematic content analysis which revealed that every student (100%) reported that SDL helped improve their reading ability. The quantified qualitative findings are displayed in Table 3

**Table 3: How SDL improve English reading comprehension ability**

No	Reasons	Frequency	Percentage (%)
1	Increase awareness of reading strategy use	16	53%
2	Develop learning responsibility and effort	6	20%
3	Provide freedom to learn	6	20%
4	Build self-confidence to read	2	7%

According to Table 3, SDL helps increase their awareness of reading strategy use (53%), followed by the two reasons with an equal percentage (20%), that is, SDL develops learning responsibility and effort, and provides freedom to learn. The last category reason is that SDL builds self-confidence to read (7%). Some excerpts in relation to each reason category are shown below.

**1. Increase awareness of reading strategy use**

*(Female student, no.1) "SDL has assisted me in improving my reading skills by requiring us to read articles and news and summarize them utilizing skimming and scanning tactics. This has helped me to expand my vocabulary. Writing sentences allows us to reinforce what we've already learned but forgotten."*  
*(Female student, no.2) "I assume that this type of training will greatly improve my English reading skills, because we must begin by selecting news," says the student. There are many different forms of news, each with its own length. We can make more informed*

*selections about what to read by skimming and scanning. When I don't identify a word when reading, I check it up in a dictionary to see what it means; this helps me understand the news."*

*(Male students, no.3) "It assists because it is both a reading and a spelling practice." I've come across new sentence patterns, vocabulary, and slang that I hadn't seen before."*

*(Female student, no.4) "This way of learning, I assume, will help me enhance my English reading comprehension skills. Reading in English was really difficult for me during the first few weeks. I had to check up the definitions of almost every word in a dictionary since I didn't understand it at all. The more I practice, though, the more at ease I get with reading tasks."*

## **2. Develop learning responsibility and effort**

*(Male student, no.5) "It is highly good since it is a practice of self-determination, timeliness, knowledge advancement, and application of classroom knowledge in a practical context."*

*(Female student, no.6) "It gets better because we have to be dedicated in finishing activities and reading and comprehending English literature." If we don't do it, we won't have anything to submit."*

## **3. Provide freedom to learn**

*(Female student, no.7) "I consider SDL helps students improve their English reading abilities because the teacher does not force us to read and instead lets us chose our own reading materials." We can choose to read only the things that interest us. Before describing it, we read it and try to understand it. We're curious about the content of what we're reading because it's something we're interested in. We're prepared to take on the task. We do it because we want to, not because we have to, and it piques our interest in reading. As a result, we've increased our reading skills."*

*(Female student, no.8) "SDL has substantially improved my English reading and critical thinking skills because the activities are matched to each student's English knowledge and talents," says the student. Some questions are especially effective for strengthening critical thinking skills. Students can improve their reading and critical thinking skills by setting a weekly reading goal. SDL is extremely important to me."*

## **4. Build self-confidence to read**

*(Male student, no.9) "It has a lot of advantages. We are no longer frightened to read English, at the very least. The substance of the teacher's course is good and useful for reading and learning English."*

## **DISCUSSION**

Although the effect size is small, the evidence demonstrates that SDL has a favorable impact on the subject students' English reading comprehension ability, which supports the findings of other researchers (Cho, Ellinger and Hezlett, 2006; Swatevacharkul, 2006; Dafei, 2007; Edmondson, Boyer and Artis, 2012; Myartawan, Latief, and Suharmanto, 2013). The debate will take place in tandem with the qualitative findings on how SDL aids in the improvement of students reading comprehension abilities.

### **1. On-going learner training as an essential part of SDL**

The subject students were given a learner training curriculum with the goal of teaching them how to be good self-directed learners (Holec, 1981). For four two weeks, the students underwent learner training that included both psychological and methodological components. Based on the perspectives of Ellis and Sinclair (1989) and Tudor (1996), the theoretical concept of learner training is to assist learners in becoming more effective English learners by assisting them in better understanding the learning process and acquiring the skills and knowledge required to perform their SDL according to their learning goal.

Students were psychologically and methodologically prepared based on the justification that learner training is an essential prerequisite for SDL outside of a classroom without the presence of an instructor. Students' roles are changed, and they are helped to build learning responsibility, adjust their attitudes, and create self-confidence and self-esteem through psychological preparation (Dickinson, 1987, cited in Swatevacharkul, 2014). This form of training was given to the subject students during the first session of the course.

Furthermore, and importantly, students received the extensive and ongoing training of the methodological or practical aspect; they were trained each week in class in reading strategies; cognitive and metacognitive, according to the course contents. In other words, students received the ongoing English reading strategy training in class, which should continuously raise their

reading strategy awareness. As Dickinson (1995) points out, methodological preparation helps learners develop and/or become conscious of cognitive and metacognitive strategies, which could help them acquire the reading abilities and techniques necessary for their SDL. Moreover, outside of the class, students performed SDL on a weekly basis. This means that they had opportunities to apply knowledge and skills they learned in class to their outside of the class learning. Use of learning strategies is essential for language learning and achievement. O'Malley and Chamot (1990) strongly argue that language learning is related to conscious learning by applying learning strategies to enhance learners' mastery of the target language. In brief, on-going strategy training and application of such strategies are beneficial for learning achievement.

## **2. Change of cognitive behaviors**

The primary reason why SDL enhances students' reading comprehension ability is that it raises their awareness of reading strategy use, as evidenced by qualitative data. This reflects a shift in their thought processes.

Students use both cognitive and metacognitive methods in their reading activities, as evidenced by the excerpts. Those who can effectively apply reading skills are considered potential or successful readers. However, informal conversations with them revealed that the subject students were unaware of the importance of reading strategies. Furthermore, the majority of them lacked opportunities to use English in their daily lives or at work. According to Oxford (1994), deliberate employment of the methods has a link to language learning achievement and proficiency. Language learning methods are thus useful indications of how students handle tasks or challenges encountered during the language learning process, and they provide language teachers with useful information about their students' learning styles.

Regular reading practices may help to create awareness of the use of reading methods. Practice is a word used frequently by the subject students, as evidenced by the qualitative findings, and this

explicitly represents their perception of learning a foreign language, namely, that practice is necessary for language learning success. Simply said, learning a language entail doing something. The more they practice, the better language learners they are. Successful language learning is not an innate ability, but it is a result of learning and practice. In addition, the rating of the reading strategies they used for each week of SDL may greatly contribute to the development of strategy use awareness. Repetitively receiving and responding to the reading strategies checklist is beneficial to boost their recognition of use of such strategies. Therefore, it can be concluded that the cognitive behaviors of the students are positively developed by regular practices with exposure to a list of reading strategies, which results in an increased awareness of the use of reading strategies and, in turn, leading to a sense of learning achievement and success. Very clearly, extensive use of reading strategies has positive effects on a development of English reading ability.

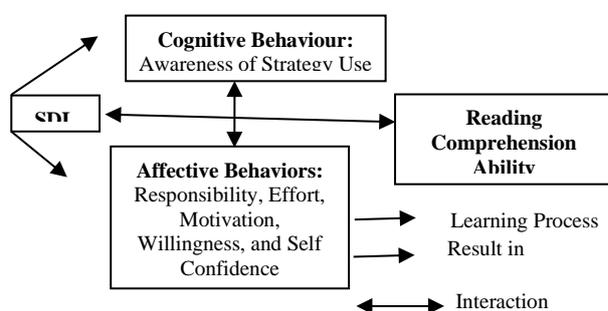
## **3. Development of affective behaviors**

As the qualitative evidence revealed, SDL fosters learning responsibility and effort, which appears to lead to language learning persistence. The data appear to suggest that certain characteristics that aid learning have causal linkages. Taking weekly responsibility for their SDL keeps students engaged in the learning process, which is seen to develop learning effort. According to Weiner (1986), effort is an internal and unstable component that the learner has a lot of influence over. If a learner attributes their learning success to factors over which they can control, that learner is very likely to be a motivated and successful language learner (Hsieh, 2012). Supported by Wang and Peverley (1986, cited in Dickinson, 1995), learning behaviors that are affectively active are as important as cognitively active. Being affectively active in the language learning process is seen to have a positive effect on students' learning outcomes.

At the same time, freedom received from SDL is not the freedom to learn without the presence of the teacher. However, it is the

authority the students are given to select what they really want to learn in terms of content, difficulty level and length of the reading materials. Everything involved in the SDL process is under the control of individual students. This possibly makes them feel relaxed and at ease to perform SDL. When everything is under their control, they feel motivated and willing to put effort into their SDL. Learning effort and persistence definitely results in a sense of gradual learning achievement. Accumulated sense of learning achievement over a certain period of time appears to build more self-confidence in performing SDL. As the empirical evidence shows, their persistent effort in doing SDL makes the reading easier, and they are more confident to read English. Their fear to read is eliminated. All of these interactively reflect their positive affective behaviors on their SDL, giving rise to a development of characteristics of good language readers (Knuth and Jones, 1991).

There is also evidence showing the interactive effects of the awareness of strategy use and affective dimensions of the students. As the excerpt (no. 5) revealed, besides developing his learning determination and responsibility, this student applied the knowledge he gained from the classroom to his SDL which involves his work. From the excerpt (no.7), a personal interest in her own selected reading materials gives rise to curiosity and willingness to read, which, in turn, leads to her reading ability improvement. Figure 3 displays the above discussions about how SDL affects the English reading comprehension ability of the subject students.



**Figure 3: How SDL affects English reading comprehension ability**

#### 4. Time factor

The middling effect size of SDL on students' English reading comprehension ability might be explained by the time factor. As Little (1995) points out, time restrictions are typically a significant factor in creating any language instruction program, as they tend to severely restrict direct learners' training. The subjects were only given two weeks of learner training and two weeks of SDL. According to English reading proficiency measures such as the CEFR, SDL time is clearly insufficient for pupils to demonstrate significant growth in general English reading comprehension skills. Proficiency examinations are more difficult than achievement tests, which are frequently used in formal education to assess student success. Cohen et al. (1998: 150) acknowledged that "the seven-week span of treatment between pre- and post-testing is not long enough for truly substantive results to emerge" when conducting an experimental study in which they acknowledged that "...the seven-week span of treatment between pre- and post-testing is not long enough for truly substantive results to emerge." The studies undertaken by Chamot, Barnhardt, et al. (1993) and Chamot, Robbins, et al. (1994) provide empirical data on strategy learning that is sufficient to analyze the consequences of strategy learning (1993). To investigate student achievement, both studies comprised three years of strategy instruction.

#### CONCLUSION

SDL has been shown to be an effective technique for enhancing adult students' English reading comprehension. Students' cognitive behaviors are formed outside of the classroom by growing their awareness of using both cognitive and metacognitive techniques to complete SDL tasks. They understand how to use reading methods and how to manage their SDL by defining learning goals, selecting reading resources, monitoring their own progress, solving difficulties, and assessing their progress.

Moreover, SDL develops affective behaviors of the subject students. They appreciate the value of and hold positive attitudes towards SDL since it helps them be responsible for and

learn to put effort into their own English learning although without the presence of a teacher. Learning effort gradually results in better learning achievement, and this gives rise to their learning motivation, enjoyment, and willingness to continue their SDL. Self-confidence to perform SDL is also developed to a certain extent.

SDL's acceptability as an effective learning technique outside of the classroom demands not just student participation, but also teacher involvement in the SDL process. The teacher's role as a counselor is thought to be advantageous to kids' learning. Each student requires both informational and emotional input from a counselor. Students require their understandable input feedback during the first session of SDL, and the teacher must direct them to appropriate reading resources. Additionally, emotional support, encouragement to work harder on the SDL, and positive reinforcement are all required. Later, feedback should try to improve each student's proximal learning capacity so that they can realize their full language learning potential. It's important to encourage students to take on more difficult SDL by choosing more difficult reading materials.

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