APPLYING STRATEGY-BASED INSTRUCTION ON IMPROVING STUDENTS' READING COMPREHENSION ABILITY, STUDENTS' MOTIVATION, AND SELF-REGULATED LEARNING

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Abstract

This present study is set out to examine and investigate the effect of using Strategy-Based Instruction as a new approach to teaching reading comprehension, students' motivation, and self-regulatory of students at SMK Lab Business School Tangerang. 30 students were used as a sample. To complete the aim of this study, a quasi-experimental approach is used as a one-group pretest-posttest and regression analysis. Students' motivation, self-regulated learning, and reading comprehension were assessed for all students in the treatment. Analyses examined treatment effects on reading comprehension, motivation, and self-regulated learning. Results from this strategy-based instruction treatment did not reveal statistically significant results for the effect of reading comprehension ability. There was no significant difference between observed and expected motivation and self-regulated learning frequencies on reading comprehension ability. However, there was a different value between the pretest and post-test of reading comprehension ability.

Keywords: Motivation, Self-Regulated Learning, Reading Comprehension, Strategy-Based Instruction

1. Introduction

The value of reading comprehension has increased in today's world, with so much more to know and learn and with a concerted attempt to overcome divisive forces. People learn about reading skills daily, reflected in many social situations. For example, magazines, forums, posts, papers, brochures, etc., are available. We can do many things to boost our knowledge through reading. However, at an early age, we have been learning how to read, then we always find it difficult. The study of reading comprehension has been a dominant aspect of research in language and learning for many years. According to Kendeou, Mcmaster, & Christ (2016), reading comprehension is the most complicated human activity. Kusairi (2018) said that students must first study the lexicon, grammatical structure, communication scenario, and cultural context of the source language text before translating it to discover the meaning.

Students often complain that they do not understand a text; therefore, they fail to answer comprehensive questions. Mancilla-Martinez & Lesaux (2017) argued that many students fail to understand English text when English is not their first language and native English-speaking peers. According to new numbers from the National Assessment of Educational Progress, Denton et al. (2015) mentioned that 22% of pupils have significant issues interpreting texts at even the most basic level.

According to Bhlool, n.d. (2013), reading comprehension is defined as a method of establishing the text's aim. The purpose of all reading instructions is to help a reader understand a given text. Reading comprehension is complicated, and a thorough grasp of the processes that make it up is required to effectively and efficiently handle problems (Kendeou et al., 2016). Focusing on selected components and reading comprehension processes, as for the outcome, reading, and discourse, academics have developed several theoretical models and frameworks. In addition, there are three things to concentrate on, recognizing component skills, linguistic and cognitive, which clarify success in reading comprehension. In these cases, Konza (2010) found a framework containing six significant components of reading and strategies for classroom implementation. There were phonemic awareness, phonics and word knowledge, vocabulary, fluency, comprehension, and developing oral language and past literacy experiences.

The researcher conducted a previous observation at a private vocational school in Indonesia. Thirty students were tested. The students are given some tests according to the

indicator of reading comprehension. Furthermore, the score reveals that is the students' reading abilities are on lower minimum criteria. A wide range of lower-level cognitive processing abilities, such as decoding, fluency, vocabulary, prior knowledge, and language comprehension, have been attributed to students' reading comprehension deficiencies. The students with comprehension difficulties are poor at decoding making. The second finding is fluent. When reading fluent, their reading is accurate, quick, and used expression (Penner-wilger, 2008). However, there were many mistakes and the scores that were tested. The finding shows that only 20% of students can struggle with vocabulary, while when they do master vocabulary, a large-scale understanding is required.

The percentage of students' previous knowledge shows that many students lack basic knowledge. Another factor is that a relationship between prior knowledge and reading understanding results. The essence of this relationship and reading comprehension achievement distribution was argued that it was necessary to examine multiple numbers in time and years of base grade (Mancilla-Martinez & Lesaux 2017). Comprehending what other people are saying and writing is more complicated than it may seem. Students defend a complex process that usually occurs by word of mouth. Reading comprehension becomes more challenging when various skills, and knowledge, such as understanding language, derive meaning from spoken, written, and signed languages. In summary, students may not be able to achieve reading comprehension for various reasons.

In reading that language-based skill, the identification showed a risk for the students during a bit of time for learning at class, just about 45-60 minutes in a week, maybe premature. In addition, just about 25% of students in each class are motivated to learn English. Students are perhaps struggling in their education and employment when they experience such difficulties. Kintsch (1988) believed that the concept of top-down impact and expectation-driven learning dominate the definition of information usage in discourse comprehension. It interprets a discourse that provides within part of the context of knowledge. By contrast, it can relate to school students' reading behaviors and conditions at the lower level. For other situations, their comprehension of what they have read was

examined in the reading comprehension learning process correlated with their Achievement.

The teaching approach has become a factor that has affected students' willingness to learn. Teachers need to have a learning environment that allows each student to reach his or her full potential. Ahmadi & Gilakjani (2012) noted that whenever a teacher faces the problem of students who lack well-heeled comprehension skills, they use metacognitive strategies to drill those students. Educational materials are also crucial in the teaching process. It is effectively constructed educational materials and would allow students to achieve the desired learning outcomes. (Delviani, Yunita, Murtiana, Rahmila, & Rahma, 2018).

Concerning reading strategies, Brantmeier (2002) defined the reader as making sense of what they read by processing the comprehension—reading strategies are defined as a sub-category of language learning strategies described in the literature in various ways (Younus & Khan, 2017). This would be a practical application that would provide learners with several advantages in their ability to grasp texts. Kazemi, Hosseini, & Kohandani (2013) talked about the sense of a foreign language; learning to read is one of many students' primary objectives. Students must learn a variety of reading strategies to comprehend text content. Lecture teaching will therefore allow students to become strategic learners. Cohen (2000) additionally said, while simultaneously tailoring their curriculum to match students' various language learning demands.

Strategy-based Instruction (SBI) is recognized as an effective teaching strategy to improve learner knowledge and ability through various techniques applied to the study of languages. Learners can take an active role in the learning process by using Strategy-Based Instruction to monitor and assess their progress. As a result, it enabled individuals to gradually take charge of their learning by encouraging autonomy and self-direction. (Sarafianou & Gavriilidou, 2015). Learners who get Strategy-Based Instruction will be held more accountable for their attempts to grasp and use the target language. It also intends to assist them in becoming more successful learners by giving them the ability to customize their language learning experience.

Cohen (2000) studied whether students can learn how to acquire a second language while learning the language content during strategy

training. He also felt that students were capable of doing more than usual. When students were given the tools to self-diagnose their learning issues, become more aware of what helps them learn the language they are studying most efficiently, and monitor and evaluate their performance, they improved their learning and language skills. Kavani & Amjadiparvar (2018) investigated motivation, self-regulated learning, and reading comprehension ability through strategy-based instruction and discovered that SBI significantly impacted students' motivation, self-regulation, and reading comprehension ability. To put it another way, strategy-based instruction aims to help students become more accountable. It also intends to assist them in becoming more successful learners by giving them the ability to customize their language learning experience. Teachers who have utilized this method have indicated that their students become more efficient in completing language activities, more accountable for their learning outside of the classroom, and more confident in learning and using the target language.

Reading motivation is growing increasingly significant as the world's international communication activities develop, and it focuses on the four language skills, including reading comprehension, in English language acquisition. Between the relationships of inner motivation, reading comprehension is mediated by the amount of time spent on reading activities or reading amount. (Schiefele, Stutz, & Schaffner, 2016). Salikin, Bin-tahir, Kusumaningputri, & Yuliandari (2017) said motivation is distinguished into two, intrinsic and extrinsic. Extrinsic refers to an encouraging force that motivates from the outside. On the other hand, intrinsic come up within the personality that takes from experience itself.

In recent years, motivation has contributed as a reader factor that has been received to increase their attention to reading comprehension (Cartwright, Marshall, & Wray, 2016). Salikin, Bin-tahir, Kusumaningputri, & Yuliandari (2017) believed that motivation could increase the willingness to learn when students built connections in a task or thought that there was a dire need to know about a specific context in them. According to Rieser et al. (2016), motivation is viewed as the precondition for self-regulated (SR) (Zimmerman, 2000). Wiliam (2011) said that the success of SR (Self-Regulated) is when we emphasize and consider it a criterion.

As Zimmerman (2015) defined, self-regulated learning is a method for students to become masters of their learning processes. Mega, Ronconi, & De Beni (2014) said that a comprehensive collection of markers, such as organization, elaboration, self-evaluation, exam study tactics, and metacognition, conceptualized and operationalized self-regulated learning. Self-regulation is the psychological ability to order one's activity and conduct constructively (Nakata, Sakae. Shiomi, 1998). Sautelle, Bowles, Hattie, & Arifin (2015) highlighted that when we want learners to achieve self-regulation goals, they need to plan, analyze, set goals, and stay cognitively and emotionally engaged using various strategies. Therefore, managing learners' reading comprehension and instruction on using strategies could help them achieve more SR. In her study, Filate (2012) investigated whether motivated attitudes and self-regulated learning practices are important determinants of high school students' reading ability. The employment of cognitive methods by pupils was a significant predictor of their reading performance. Motivation is seen as a form of change in the individual, caused by feelings and the soul. It originates either intrinsically or extrinsically. More research reveals that motivation is necessary for interest, aspirations, and self-regulation. To achieve the goal, the current study pursues this research agenda by researching the SBI intersection to provide a novel strategy to encourage L2 learners.

In conclusion, the primary goal of this study is to determine the effectiveness of SBI in enhancing students' reading comprehension abilities at a private vocational high school in Indonesia. However, this efficacy is measured not only in terms of improved reading comprehension but also in terms of motivation and SR. As a result, the current research sought to answer the following research questions:

Q1: Is there any effect of Strategy-Based Instruction on students' reading comprehension?

Q2: Is there any correlation between Students' Motivation and Reading Comprehension?

Q3: Is there any correlation between self-regulated learning and Reading Comprehension?

2. Method

Participants

To achieve the study's goal, 188 students in the eleventh grade were chosen as a sample from the population. In this study, the researcher used the eleventh-grade class as a sample consisting of 3 males and 29 females.

The Design of the Study

The study was conducted using a quasi-experimental research design by pretesting and post-testing with a quantitative approach. According to Daniel (2016), this research approach has an advantage in using statistical data to save time and resources. Also, it was designed with regression analysis. The two segmentation groups were given motivation, self-regulated learning questionnaires, and a reading comprehension exam. One group pretest and post-test design, according to Privitera & Ahlgrim-Delzell (2019), was a quasi-experimental study design that examined the same dependent variable before (pretest) and after (post-test) treatment in one group of participants. The researcher measures the score before and after treatment using this one-group pretest-posttest design and compares the difference between pretest and post-test. The researcher compares the score on the same measure in the same participant prior to the treatment.

Instrument

Two instruments, a test, and questionnaires were provided to gather data from students in the following sections. Arikunto (2013) conducted a study using the test on students instead of seeing their skills. (2004) stated that a questionnaire is a measurement tool in the first case. Its primary goal is to convert the user's information demand into a format that can be statistically measured.

Reading comprehension test

The researchers devised a 40-item reading test to assess the participants' reading comprehension skills, emphasizing vocabulary, fluency, decoding, language understanding, and prior knowledge, as is customary in senior high school English as a Foreign Language (EFL) training. According to the results, the reading test items have a Cronbach alpha reliability coefficient of 0.66. True/false and multiple-choice items were utilized in the test. The researcher graded the test, which was written following the student's textbook. With the support of one instructor in school, it was administered in both sessions at the before-after time.

Motivation in Reading Questionnaire (MRQ)

Five motivation variables were chosen based on achievement motivation theories and empirical studies on the relationships between motivation and reading development: self-efficacy, intrinsic motivation, extrinsic motivation, social motivation, and attribution. The items in these four scales were mainly taken from the MRQ (Informa et al., 2010), a condensed version of this questionnaire. Four items in the scale are generated from the same MRQ dimension to test students' perceptions of their overall reading competence, and four items are specifically developed to assess students' confidence in four different reading activities. Participants were asked to complete the questionnaire items on a 4-point Likert scale ranging from 1 (not at all like me) to 4 (very unlike me) (a lot like me).

Self-Regulated Learning Questionnaire

The current goal was to create a questionnaire to assess the students' self-regulation and was modified by the researcher and adopted from Nakata, Sakae. Shiomi (1998) deals with permissiveness, distinctiveness, self-disclosure, and decision-making. The questionnaire items were graded on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) (Strongly Agree).

Procedure

The researcher followed the following steps to attain the study's goals. Students were tested with multiple-choice questions to know their pre-score before the treatment. The multiple-choice explored students' reading comprehension ability, including vocabulary, fluency, decoding making, language comprehension, and prior knowledge. Also, the students were given some questionnaires to measure their motivation and self-regulated learning toward their reading comprehension ability. Assessment of students' reading comprehension ability, motivation, and self-regulated learning was administered in two sections are described bellows:

The first section started when the instruments of reading comprehension ability were administered and counterbalanced with the questionnaires on motivation and self-regulated learning across the students. After these tasks were

administered, all the students completed checking their presence on Google Classroom. This session measures students' pre-score of reading comprehension ability, motivation, and self-regulated learning. In order to know students' reading comprehension ability, the students were given some questions and answered by choosing one of the multiple-choice. They were also allowed to circle their responses on the questionnaire sheet. The first version, which asked students if they liked reading and were excellent at it, was intended to tap into students' subjective value for and perceived competence in reading, as these are both essential components of motivation. These were graded using the point values associated with the available responses; each question was given a score between 1 and 4, with higher scores indicating greater motivation. The second form was self-regulated learning, measured using a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

The researcher taught the students a strategy-based instruction approach in the second section. Teaching procedures are exposed to reading strategies instruction. The six comprehension strategies are making connections, predicting, questioning, monitoring, visualizing, and summarizing. The super six strategies were taught to the participants in this session. One method was explicitly given to the pupils for this reason. The following was the express instruction: First, the teacher defines the method and explains why it is beneficial and required for comprehension. Second, the teacher showed the method by reading a piece of the text aloud and sharing insights with students using a Think Aloud and a Visual (symbol, chart, etc.). Think-Aloud entails orally describing what is sparking ideas and how it is influencing comprehension. Third, the text is read in the next segment, and the students are instructed to implement the new method with a partner. The replies from paired students are then discussed, followed by a reading of another piece of the text. The teacher keeps an eye on the kids as they work individually. Finally, the students consider how employing the method has aided their comprehension of the material. The motivation and self-Regulated questionnaires were given to the subjects after the treatment. In addition, the subjects were given the same reading test as a post-test of reading.

3. Findings And Discussions

The frequency with which the participants employed reading methods at the Private Vocational High School before and after teaching was compared to examine if the effect of strategy-based instruction altered students' reading comprehension ability, motivation, and self-regulated learning.

The effect of using strategy-based instruction on improving students' reading comprehension ability

After teaching, students used reading strategies, as seen in Table 1. Reading strategy instruction, in which students were encouraged to grasp the general meaning of the text through methods like locating the significant ideas, finding a new vocabulary, and summarizing, may have contributed to the decrease in the usage of traditional approaches.

Table 1: reading comprehension ability score

Test	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test	32	27.5	75	1792.5	56.016	9.669
Post-test	32	45	80	2032.5	63.516	7.291

Based on the reading comprehension test that was given to the XI.AST.KES class, the researcher analyzed the data of the students' reading comprehension scores by using statistical result SPSS 25 of pretest and post-test, there is a difference of 240 found. The data was taken from the students' answers to the pretest is found that the minimum score is 27.5 and the maximum score is 75 with a mean of 56.016 and a standard deviation of 9.669, whereas the post-test revealed the minimum score of 45 and the maximum is 80. The mean is 63.516, and the standard deviation is 7.291.

Table 2: reading comprehension ability's post-test score

Score	Frequency	Percent	Valid Percent	Cumulative Percent
45	1	2.1	3.1	3.1
50	2	4.2	6.3	9.4
55	2	4.2	6.3	15.6

Score	Frequency	Percent	Valid Percent	Cumulative Percent
57.5	3	6.3	9.4	25
60	1	2.1	3.1	28.1
62.5	3	6.3	9.4	37.5
65	10	20.8	31.3	68.8
67.5	3	6.3	9.4	78.1
70	4	8.3	12.5	90.6
72.5	2	4.2	6.3	96.9
80	1	2.1	3.1	100
Total	32	100.0	100.0	100.0

The Minimum Mastery Criteria (KKM) at eleventh grade in SMK Lab Business School is 65. Based on the post-test result, some students still got under the KKM. Table 2 shows that 12 students got a score under the KKM, and ten students got the exact score of the KKM are 65. The students who got 67.5 with a percentage of 6.3% are 3. Four students gained 70 scores with a percentage of 8.3%, two students got 72.5, and the last just student who gained the maximum score of 80 with a pera
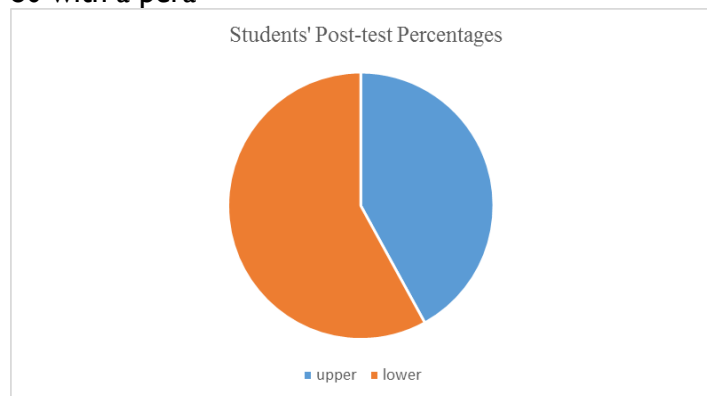

Figure 1 Students' pretest-posttest of reading comprehension ability

According to the graph above, 42 percent of students met the Minimum Mastery Criteria (KKM), while 58 percent failed to meet the Minimum Mastery Criteria (KKM). When the pretest and post-test data are compared, it is clear that the majority of the students have improved their reading comprehension skills. The students' reading comprehension score in the post-test is increased after applying the Strategy-Based Instruction (SBI) approach, because the students' post-test score was higher than those of the pretest, and there were differences in total scores between the pretest and post-test. It can be proved from table 1 that the differences in scores before and after applying the SBI approach in the class.

The students' reading comprehension score in the post-test is increased after applying the Strategy-Based Instruction (SBI) approach, because the students' post-test score was higher than those of the pretest, and there were differences in total scores between the pretest and post-test. It can be proved from table 1 that the differences in scores before and after applying the SBI approach in the class. In this research, the researcher used the statistical measure of the t-test formula to assess the impact of the use of Strategy-Based Instruction on reading comprehension, and the objective of this test was also to compare the pretest and post-test. However, there is a different value when the normality test was tested between pretest and post-test scores. The pretest normality Sig. Value was not distributed normally. However, the post-test normality Sig. the value showed usually distributed. Thus, the researcher decided to use the Wilcoxon test as the alternative way to get the paired t-test value. The results of the Wilcoxon test were discovered to be as follows:

Table 3:

	Z	Asymp.Sig.(2-tailed)
Posttest-Pretest	-3.461[b]	.001

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Table 3 shows that the Z value is -3.461 with a Sig. of 0.001, which is less than 0.05. As a result, we can say that Ho is rejected while Ha is accepted. It means that when students in eleventh grade use Strategy-Based Instruction, there are significant differences between pretest and post-test. As a result, the researcher's Strategy-Based Instruction can help students enhance their reading comprehension at school.

The correlation between students' motivation, self-regulated learning, and reading comprehension ability

The researcher will explain the result statistic description from the test correlation between motivation, self-regulated learning, and reading comprehension with the indicator students' motivation, self-regulated learning as variable Y2, Y3, and reading comprehension as variable Y1. To find a score of Minimum, Maximum, Mean, and Standard Deviation, can see the table below:
Table 4: Descriptive Statistic

Variables	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Reading Comprehension Ability	32	45	80	2038	63.67	7.212
Students' Motivation	32	29	84	1849	57.78	11.711
Self-Regulated Learning	32	55	80	2192	68.5	6.08

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.Error	Beta		
Constant	35.64	17.555	.	2.03	.052
Students' Motivation	.113	.113	.183	1.000	.326
Self-Regulated Learning	.314	.217	.265	1.450	.158

a. Dependent variable: reading comprehension ability
Source: Statistical result SPSS 25

The data above shows that the statistical description of Students' Motivation minimum score is 29, and the maximum is 84, with the mean 57.78. It gained an 11.711 standard deviation. The minimum score of Self-Regulated Learning is 55, with the maximum score of 80. Moreover, its mean was 68.5, with 2192, whereas the standard deviation was 6.08. The previous description is Reading Comprehension Ability's statistic. It gained a minimum score of 45 and a maximum score of 80, while it is a mean of 63.67 with a standard deviation of 7.212.

The data above shows that the Reading Comprehension Ability mean score is 63.67, and the standard deviation is 7.212. It means the mean value is more significant than the standard deviation. Thus it can be said that the result is good. Because the standard deviation reflects a relatively large deviation, the data distribution revealed an expected outcome. The score minimum is 45, and the maximum is 80. Therefore, the data indicated that the score was good. Table 4 shows that Students' Motivation has a mean value of 57.78 with a standard deviation of 11.711. It indicated that the mean value is more significant than the standard deviation. Hence, the result of it is good. The data is said to be normally distributed. Based on table 4, the Self-Regulated Learning variable got a 68.5 mean value with a standard deviation of 6.08, which showed that the mean value is more significant than the standard deviation; in consequence, it identified the result of the data distribution is good enough.

One of the goals of this research was to see if there are any statistically significant links between students' motivation, self-regulated learning, and reading comprehension skills. It also wanted to see a link between the pupils' cognitive variables and their reading ability. The following is the outcome, as shown in Table 5:

To know the value of correlation, there are three procedures by using a partial hypothesis test, as follows: The formulation of the hypotheses was when (Ho) the correlations between students' motivation and self-regulated learning with reading comprehension ability as variable control is no significant, and (Ha) the correlations between students' motivation and self-regulated learning with reading comprehension ability as variable control are significant. Criteria for evaluation Ho is accepted while Ha is rejected if the significance value (2-tailed) > 0.05. Ho is rejected, while Ha is accepted if the significance value (2-tailed) is less than 0.05. Furthermore, determining the Correlation Value, based on the significant value in table 4.9, the significance value of students' motivation is 0.326. As a result, with a Sig. Value of 0.326 > 0.05, Ho is approved while Ha is refused. This suggests that students' motivation has no bearing on their reading comprehension abilities. Whereas the significance value of self-regulated learning is 0.158 and Sig. value 0.158 > 0.05. Ho is regarded as acceptable, but Ha is regarded as unacceptable. There is no evidence that self-regulated learning improves students' reading comprehension abilities.

Based on table 5, the t value of students' motivation is 1.000. Because the t value is < $_{table}$ 1.693, it can be concluded that Ha is rejected. There is no effect of students' motivation on students' reading comprehension ability. Moreover, the self-regulated learning t value is 1.450, lower than the table, and 1.450 < 1.693. Ho is regarded as acceptable, but Ha is regarded as unacceptable.

This study aims to see how strategy-based education can help eleventh-grade students increase their reading comprehension, motivation, and self-regulated learning. The one-group pretest-posttest design of this study is based on quasi-experimental research. This part analyzes the

outcome or study findings in light of the linked theory. The data collected from the research instrument provides information about the study's findings. The student's reading comprehension score is determined using the t-test, and the student's response to motivation and self-regulated learning is higher than t-table -2.030. The post-test achieved more significant improvement than the pretest. In reading comprehension ability, 42% of students can pass KKM values, and 58% of students cannot pass KKM.

The testing of the research hypotheses revealed that Ho is accepted and Ha is rejected based on the results. It signifies a significant difference between pretest and post-test in the effectiveness of Strategy-Based Instruction on students' reading comprehension ability. This research's findings are consistent with earlier studies, such as Kazemi, Hosseini, & Kohandani (2013) 's study of strategy education in EFL contexts, which found that reading strategy instruction did not significantly improve students' reading performance. However, the results demonstrated that the treatment effectively enhanced students' knowledge of reading strategies and that some students were encouraged to use them. According to Kavani & Amjadiparvar (2018), strategy-based instruction substantially impacted students' reading comprehension abilities.

Students' Response to Motivation and Self-Regulated Learning on Reading Comprehension Ability

Following the completion of the research and analysis of the data acquired, the researcher attempted to more systematically explain the actual situation in conjunction with the data obtained on the motivational and self-regulated effect of the student on the ability to learn. From the findings of the research that has been carried out, it has been shown at the same time that student motivation and reading comprehension is unaffected by self-regulation. The findings of this study show that none of the independent variables included in this study can affect reading comprehension when taken collectively. Table 4.11 shows the overall outcomes of the test hypotheses with a 5-percent alpha degree. Table 6 Test of Hypothesis can be seen as follow:

Variable	p-value	Statement	Ho
Students' Motivation	.326	$p > 0.05$	Accepted
Self-Regulated Learning	.158	$p > 0.05$	Accepted

Source: from the data

Students' Motivation and Reading Comprehension Ability

Self-efficacy, intrinsic motivation, extrinsic motivation, social motivation, and attribution are examples of indications of motivation in students. The reading comprehension capacity of students in the eleventh grade of the school is unaffected by their motivation. Then, various signs support pupils' lower and higher motivation that influence their reading comprehension. According to Ismail et al. (2012), reading motivation has a significant impact on reading comprehension. Komiyama (2018) found that students of L2 read motivation independently examined reading motivation to learn L2 in general. One factor significantly linked to reading comprehension was reading motivation (Schiefele et al., 2012). However, this research result showed that motivation has an insignificant impact on reading comprehension. The researcher discovered several factors that caused students' motivation to be insignificant, the first of which is the pandemic situation, which has rendered all learning processes ineffective because we learn via the internet rather than face to face and in class, a lack of time in working on problems, and students' behavior in filling out the author's questionnaire that is not in line with real life. This study discovered no significant effect of students' motivation on reading comprehension. In other words, students' motivation did not impact reading comprehension ability.

Self-Regulated Learning and Reading Comprehension Ability

Data was collected from the students' responses to questionnaires. The self-Regulated Learning variable consists of some indicators there are permissiveness, self-disclosure, decision-making, and uniqueness. The findings revealed that self-regulated learning does not affect the school's eleventh graders' reading comprehension abilities.

Otherwise, it is oppositely different from some previous research. Kavani & Amjadiparvar (2018) looked at the impact of teaching language learning strategies on reading comprehension, motivation, and learners' ability to self-regulate their learning. According to the findings, the technique improved learners' reading comprehension, motivation, and control over their learning.

Furthermore, Yeboah (2012) discovered that self-regulated processes aid in the development of basic reading abilities in a social studies context. In this research, no effect significantly correlates between self-regulation and students' reading comprehension ability. Fundamentally, it could happen because of a variety of reasons, and it could be a lack of time in working on the problems or students filling out the author's questionnaire in a way that is not in line with actual life. However, the pandemic has made all the learning processeineffectiveve because we learn by using the internet, not face-to-face, and without attending class.

4. CONCLUSIONS AND SUGGESTIONS
Conclusion

According to the research conclusions, both student motivation and self-regulation had little effect on reading comprehension. The findings of this study show that none of the independent variables included in this study can affect reading comprehension when taken collectively. The reading comprehension capacity of students at the private vocational school is unaffected by their motivation. Then, various signs support pupils' lower and higher motivation that influence their reading comprehension. Furthermore, information was gathered from students' questionnaire responses. Permissiveness, self-disclosure, decision-making, and originality are some of the markers in the Self-Regulated Learning variable. The findings revealed that self-regulated learning does not affect pupils' reading comprehension abilities. Fundamentally, it could have occurred for a variety of reasons, including a lack of time in working on problems and students performing poorly in filling out the author's questionnaire. However, the most crucial factor is the pandemic, which has rendered all learning processes ineffective, as we learn via the internet rather than face-to-face instruction and without attending class.

Suggestion

The suggestion for students to use a strategy-based instruction approach to teach reading comprehension ability is that students need to develop their reading comprehension and practice reading as much as possible since, once again, reading is the ability they need to learn by learning. Students need to understand that learning is not just reading comprehension but a behavioral improvement process. They also need to recognize that teachers are not the only integral part of the teaching-learning process. Students should not be afraid to make many mistakes; they learn to do so. They also recommended paying attention to instructing teachers on the education process to make it easier for students to grasp the content in the learning process.

It is suggested that teachers pay more attention to teaching and learning since the performance of teaching and learning depends on the system used by the teacher. They will upgrade technology further by using technology, one of which is strategy-based instruction. It can be a new alternative way to boost student engagement, self-regulation, and engagement in reading. Teachers should be innovative in offering resources so that students can be more enjoyable throughout the learning process. In addition, it helps them develop a deeper understanding of the subject and strengthen their skills.

The school should have the facilities needed for both teachers and students while the teaching and learning process is well established. For the following researchers, it is proposed that using a strategy-based instruction approach for teaching reading comprehension could be used as a source for future study. This approach can also be extended to other students by the following researchers, and they can perform the research for more extended periods, and more information can be given for description.

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