

ABSTRACT

EXPLORING SELF-REGULATION LEARNING IN THE EFL LISTENING CLASS AT ELEVENTH GRADE AKL STUDENTS OF SMK ISLAM ADILUWIH

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The purpose of this study is to investigate self-regulated learning in an eleventh-grade EFL listening class at SMK Islam Adiluwih. This research uses a qualitative method that combines interview, questionnaires, and observation. Sixteen students from Eleventh-grade of AKL (Akuntansi Keuangan Lembaga) students from SMK Islam Adiluwih who voluntarily take part in the study make up the sample. Goal-setting, planning, self-monitoring, and reflection are just a few examples of the self-regulated learning processes that are investigated in the questionnaire. The interviews shed more light on how students perceive, engage in, and encounter difficulties with self-regulated learning in EFL listening classes. The results demonstrate how much self-regulated learning occurs among AKL students in the EFL listening lesson. The results of this study have ramifications that highlight the significance of using self-regulated learning strategies in EFL listening training. These findings can help teachers create instructional strategies that encourage students' ability to self-regulate and improve their listening comprehension. Students can also have a greater understanding of their own learning process and take an active role in their own language learning process.

Keywords: EFL learning, listening, listening skill, self-regulation