



**SELF-REGULATED WRITING (SRW) AND ENGLISH
ARGUMENTATIVE ESSAY WRITING PROFICIENCY**

SKRIPSI

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ENGLISH EDUCATION DEPARTMENT
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**SELF-REGULATED WRITING (SRW) STRATEGIES AND
ENGLISH ARGUMENTATIVE ESSAY WRITING
PROFICIENCY**

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ABSTRAK

Nisak, Khoirotnun. 2023. *Self-Regulated Writing (SRW) Strategies and English Argumentative Essay Writing Proficiency*. Skripsi, Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Dosen Pembimbing 1: Dr. Atik Umamah, S.Pd., M.Pd; Dosen Pembimbing II: Eko Suhartoyo, S.Pd., M.Pd.

Kata kunci: Esai argumentatif, *self-regulated writing*, strategi writing

Strategi self-regulated writing (SRW) telah digunakan untuk mengatur tulisan siswa dalam banyak aspek, terutama menulis esai argumentatif. Siswa sering merasa sulit untuk menulis esai argumentatif, sehingga mereka perlu menerapkan strategi SRW untuk meningkatkan kualitas tulisan mereka. Penelitian ini dilakukan untuk mengeksplorasi dua tujuan penelitian; untuk mengetahui strategi SRW yang sering digunakan oleh mahasiswa sarjana EFL dari tiga tingkatan (yaitu kemahiran tinggi, kemahiran menengah, dan kemampuan rendah) dan untuk menguji korelasi antara SRW siswa dan kemampuan menulis esai argumentatif.

Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan dua rancangan penelitian. Kuantitatif deskriptif diterapkan untuk menemukan frekuensi penggunaan strategi SRW, dan desain korelasional digunakan untuk menghitung korelasi antara SRW siswa dan kemampuan menulis esai argumentatif. Penelitian saat ini melibatkan 76 mahasiswa Departemen Bahasa Inggris, dan mereka diminta untuk mengisi Self-Regulated Writing Argumentative Essay Questionnaire (SRWAEQ). Kuesioner terdiri dari empat dimensi (metakognisi, kognisi, perilaku sosial, dan regulasi motivasi). Nilai siswa dalam menulis esai argumentatif digunakan untuk menentukan kemampuan menulis mereka. Data yang terkumpul kemudian dianalisis menggunakan statistik deskriptif dan statistik inferensial berupa analisis korelasional menggunakan Pearson Product Moment. Untuk menganalisis data, peneliti menggunakan rumus statistik versi SPSS 27.0.

Hasil penelitian saat ini mengungkapkan bahwa secara keseluruhan SRW cukup digunakan oleh siswa. Menariknya, semua siswa (siswa dengan kemampuan tinggi, sedang, dan rendah) lebih suka menggunakan dimensi perilaku sosial sebagai strategi SRW mereka. Juga, siswa dari kecakapan tinggi dan kecakapan menengah sering menggunakan perilaku sosial dan dimensi metakognisi untuk strategi mereka dalam menulis esai argumentatif. Sebaliknya, siswa dengan kemampuan rendah hanya lebih suka menerapkan dimensi perilaku sosial sebagai strategi SRW mereka untuk menulis esai argumentatif. Rata-rata terendah dari dimensi SRW adalah strategi regulasi motivasi. Mengenai korelasi, penelitian saat ini mengungkapkan bahwa tidak ada korelasi yang signifikan antara strategi SRW siswa dan kemampuan menulis dalam menulis esai



argumentatif. Hal ini tersirat bahwa nilai penulisan esai argumentatif siswa tidak dipengaruhi oleh strategi SRW.



ABSTRACT

Nisak, Khoirotun. 2023. *Self-Regulated Writing (SRW) Strategies and English Argumentative Essay Writing Proficiency*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor 1: Dr. Atik Umamah, S.Pd., M.Pd; Advisor II: Eko Suhartoyo, S.Pd., M.Pd.

Keywords: Argumentative essay, self-regulated writing, writing strategies

Self-regulated writing (SRW) strategies have been used to regulate students' writing in many aspects, especially writing an argumentative essay. Students often feel difficult to write an argumentative essay, so they need to apply SRW strategies to enhance their writing quality. This study was carried out to explore two research objectives; to find out the SRW strategy that is frequently used by EFL undergraduate students from three levels (i.e. high proficiency, middle proficiency, and low proficiency) and to examine the correlation between students' SRW and writing argumentative essay proficiency.

This study employed a quantitative approach using two research designs. A descriptive quantitative was applied to find the frequency of use of SRW strategies, and the correlational design was utilized to calculate the correlation between students' SRW and writing argumentative essay proficiency. This current study involved 76 English Department students, and they were required to fill out a Self-Regulated Writing Argumentative Essay Questionnaire (SRWAEQ). The questionnaire consisted of four dimensions (metacognition, cognition, social behavior, and motivational regulation). The students' scores in writing an argumentative essay were used to define their writing proficiency. The collected data were then analyzed using descriptive statistics and inferential statistics in the form of correlational analysis using Pearson Product Moment. For analyzing data, the researcher used the statistical formula of the SPSS 27.0 version.

The results of this current study revealed that overall SRW is moderately used by students. Interestingly, all students (students with high, moderate, and low proficiency) prefer to use the social behavior dimension as their self-regulated writing strategies. Also, students from high proficiency and middle proficiency frequently used social behavior and metacognition dimensions for their strategies in writing an argumentative essay. Differently, students with low proficiency only prefer to apply the social behavior dimension as their SRW strategies to write an argumentative essay. The lowest mean of the SRW dimension is motivational regulation strategies. Regarding the correlation, the current study revealed that there was no significant correlation between students' self-regulated writing strategy and writing proficiency in writing an argumentative essay. It was implied



that students' scores of argumentative essay writing were not influenced by the SRW strategy.



CHAPTER I

INTRODUCTION

The researcher mentions seven points linked to the present study in this chapter. There are the background of the study, the research questions, the research objectives, the hypothesis, the assumption of the study, the scope and limitation of the study, the significances of the study, and the definition of key terms.

1.1 Background of the Study

Writing becomes an important aspect and a way to communicate with each other in a written form, for instance, a business letter, newspaper, email, and so on (Supiani, 2017). EFL students learn to write some types of writing since they have entered an education or school as well as in higher education. Harner (2006) showed that writing ability has recently been recognized as an essential skill for language development. He affirmed the relevance of writing skills is to be taught to English foreign language students, such as language improvement, learning encouragement, learning approach, and, most crucially, writing skills as a mandatory subject (Harmer, 2006). Hence, writing has become one of the most important abilities for equipping students to communicate and learn in the technology era.

Competence in writing skills is divided into several parts, one of which is writing an essay (Deepublish, 2021). Writing essays is a regular activity for college students (Mei, 2006). The essay has general structures, structures of essay writing consist of introduction, content, and closing or conclusion (Deepublish,

2021). Still discussing essays, Chriss (2022) classified essays in five types; expository essay, persuasive essay, descriptive essay, and argumentative essay. One of essays studied by students in higher education is an argumentative essay. An argumentative essay is a type of writing that involves students exploring a topic; obtaining, delivering, and evaluating evidence; and creating a concise position on the topic (Deepublish, 2021).

Writing an argumentative essay, students often feel difficulty expressing their argumentation in the argumentative essay (Latifi et al., 2021). There are some reasons for this issue: Firstly, some students are unaware of the characteristics of a good argumentative essay caused by a lack of knowledge (Bacha, 2010). Secondly, although students are aware of these aspects, they might find it difficult to put them in practicing writing argumentative essay (Valero Haro et al., 2019). Third, students frequently struggle to write these essays for distinct argumentation activities in various classes (Noroozi et al., 2018). All of this difficulties indicate that they as students require extra help in order to compose an effective argumentative essay.

To cope with students' challenges in composing an argumentative essay, they require to apply writing strategies. Writing strategies can help students in process of writing in terms of planning, during writing, and revising. For example, students apply provision planning as their strategy (Setyowati et al., 2017). Besides, students apply collaborative writing strategies in writing an argumentative essay (Abbas & Herdi, 2018). Abbas & Herdi (2018) stated that students who used collaborative writing strategies were more engaged,

imaginative, and enthusiastic in the process of learning. To conclude, using strategies in writing can affect writing performance.

Since writing strategy can affect writing performance, students need to regulate themselves in using learning strategies (Cohen & Macaro, 2009) as cited in (Umamah & Cahyono, 2020). Students should engage in multifaceted activities to develop self-regulation that include emotional, behavioral, motivational, cognitive and metacognitive actions to accomplish their learning goals (Kizilcec et al., 2017). In line with it, Zimmerman & Schunk (2011) mentioned that self-regulation learning strategies consist of cognition, metacognition, social behavior, and motivational regulation strategies. The students used cognitive strategy as their specific strategy in terms of regulating themselves (Chien, 2012). Also, Zuhairi and Umamah (2016) reported that the frequent self-regulation strategy used by Indonesian junior high school students was cognitive. Differently, students prefer social behavior strategy, especially corrective feedback as their self-regulation so that they knew the error when writing (Bailey, 2019). Similarly, students mostly called their classmates to check the homework (Abadikhah et al., 2018).

Previously, the writer assumed that all the strategies mentioned that students used by themselves can be categorized as self-regulated writing (SRW) strategies since students need to manage their way of learning writing. SRW strategy is consisting the metacognitive strategies dimension, the cognitive strategies dimension, the social behavior strategies dimension, and the motivational regulation strategies dimension (Teng & Zhang, 2016). SRW is a global skill that

includes both adaptive and maladaptive behaviors and is characterized as an aptitude trait. Self-regulated behaviors are referred to as adaptive behaviors, such as discovering and studying new material, applying efficient strategies, goal-setting, and positively maintaining the learning environment. Next to maladaptive behaviors, maladaptive behaviors refer to ineffective behaviors, such as self-handicapping, avoidance, distraction, and procrastination (Callan, 2014). Based above, motivational regulation can be included as SRW since adaptive behaviors need great motivation to maintain their willingness and strategies. Motivational regulation as SRW strategies significantly affect Chinese undergraduate students' writing performance (Teng & Zhang, 2018).

Some previous studies gave evidence that self-regulated writing strategies have a good influence on students in writing. In primary school, Hong Kong primary students applied self-regulation strategies before starting to write, in the process of writing as well as reviewing their writing. SRW has influenced the English writing proficiency of students, especially Hong Kong primary students (Bai et al., 2020). Applying e-learning tools is as Hong Kong elementary school students SRW to improve their English writing (Bai et al., 2022). At the university level, SRW strategies have been implemented by Chinese University students (Xu, 2021). Also, SRW strategies significantly affected Chinese undergraduate students' writing performance (Teng & Zhang, 2018). In addition, various online resources were used by Indonesian EFL undergraduate students in SRW (Umamah & Cahyono, 2022). In line with it, Malaysian undergraduate ESL students implemented indirect lecturer feedback and self-evaluation or self-

assessment as their SRW strategies (Vasu et al., 2022). Besides that, Self-Regulation has been practiced by master students for their research writing (Santelmann et al., 2018).

From some previous studies above, the researcher supposed that SRW strategies can affect student performance. Students apply SRW before starting to write, in the process of writing as well as reviewing their writing. SRW has influenced English writing proficiency of students especially of Hong Kong primary students. The primary students' English writing proficiency/grade level has been middlingly/nearly middlingly linked to their self-regulated writing strategy (Bai et al., 2020).

Recently investigators have examined SRW strategies as primary students writing strategies and undergraduate students' strategies in writing. Mostly the investigation was done in China and Hong Kong, in Malaysia and Indonesia was still a small number. In Indonesia, SRW has not been discussed except by Umamah and Cahyono (2022). It is important to carry out research related to the SRW used by undergraduate students in writing since writing is the necessary skill that students must master. This present study will be more specific to explore SRW strategies in writing argumentative essay since the previous research was examined SRW in writing an expository essay (Umamah & Cahyono, 2020). Furthermore, in terms of the correlation between SRW and writing proficiency in specific writing ability, English argumentative essay writing, has not been discussed yet. Umamah and Cahyono (2020) suggested a further study to explore the use of SRW across proficiency levels. Therefore, to close the research gaps,

this current research will explore the use of SRW by undergraduate students at low proficiency, middle proficiency, and high proficiency level. Furthermore, the present study also will analyze the correlation between Self-Regulated Writing (SRW) of undergraduate students and their English essay writing proficiency.

1. 2 Research Questions

The present study attempted to investigate SRW used by undergraduate students and the correlation between self-regulated writing and English argumentative essay writing proficiency. It is guided by the following main questions:

1. What Self-Regulated Writing (SRW) strategies are often applied by Indonesian undergraduate students based on their writing proficiency?
2. Does Self-Regulated Writing (SRW) of Indonesian undergraduate students correlate with their writing proficiency?

1. 3 Research Objectives

The following are the goals of the current study:

1. To discover the self-regulated writing (SRW) strategies that are commonly applied by Indonesian undergraduate students in writing an English argumentative essay based on their writing proficiency.
2. To examine the correlation between Indonesian undergraduate students' self-regulated writing (SRW) strategies and English argumentative essay writing proficiency.

1. 4 Hypothesis

- 1) Alternative Hypothesis (Ha)

There is a positive and significant correlation between students' self-regulated writing (SRW) and English essay writing proficiency of Indonesian undergraduate students.

2) Null Hypothesis (Ho)

There is no positive and significant correlation between students' self-regulated writing (SRW) and English essay writing proficiency of Indonesian undergraduate students.

1.5 Assumption of the Study

The researcher has several assumptions related to the research process. The premises of this study are as follows:

- 1) Undergraduate students in the essay writing class in the English Education Department of the University of Islam Malang apply SRW strategies since they need to get good scores in the class.
- 2) Each student has a different scale of frequency of SRW usage.
- 3) Students in essay writing class have different levels of proficiency.

1.6 Scope and Limitation of the Study

The present study investigated SRW strategies that are often used by undergraduate students in writing an English argumentative essay based on their writing proficiency and the correlation between students' self-regulated writing and their level of proficiency in writing an English argumentative essay. The self-regulated focused on writing strategy. While students' proficiency focused on achievement of students' argumentative essay. The limitation of the present study was the researcher obtaining scores of argumentative essay from the lecturer in

the Essay Writing class. The researcher did not give a test to write an argumentative essay. Additionally, the score for writing an argumentative essay was assessed by only one lecturer and only once, so this could affect the score's validity.

1.7 Significance of the Study

The researcher expected the current research can be beneficial in theoretical and empirical aspects:

1. Theoretical Importance

The present study's findings are supposed to support to English education knowledge in the areas of self-regulated writing strategies and writing an argumentative essay.

2. Empirical Importance

a. For the Teachers

The present study can be used as information for teachers in writing classes. The teacher can inform the students about writing strategies especially SRW strategies to improve students' essay writing ability.

b. For the Further Research

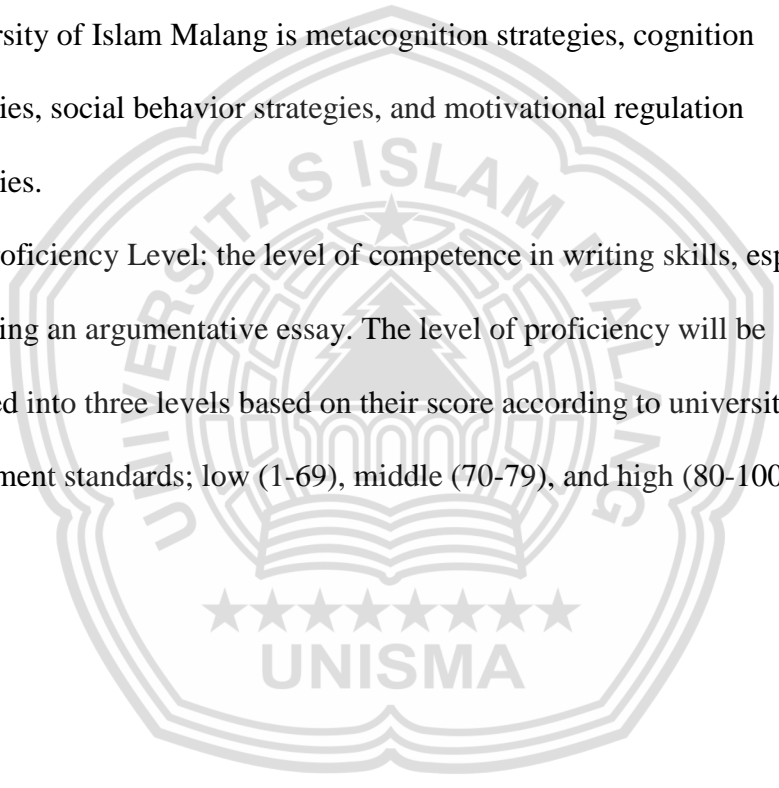
The present study's result can be used as background information for other researchers conducting related studies.

1.8 Definition of Key Terms

1. Argumentative Essay: a type of essay learned by semester 3 students in the essay writing class to fulfill mandatory courses in the English Education

Department at the University of Islam Malang, to express opinion based on data, facts, and evidence to support the students' opinion.

2. Self-Regulated Writing (SRW): the writing strategy for self-management in the writing argumentative essay process in general, including activities before writing, during writing, and after writing. Self-regulated writing (SRW) that is applied by students in the English Education Department of University of Islam Malang is metacognition strategies, cognition strategies, social behavior strategies, and motivational regulation strategies.
3. The Proficiency Level: the level of competence in writing skills, especially in writing an argumentative essay. The level of proficiency will be grouped into three levels based on their score according to university assessment standards; low (1-69), middle (70-79), and high (80-100).



CHAPTER V

CONCLUSION AND SUGGESTION

The writer will discuss two points in this chapter related to the results and discussion of this study. There are conclusions and recommendations.

5.1 Conclusion

From the findings and analysis data as mentioned in the previous chapter, the conclusion of this study is the self-regulated writing (SRW) strategies are moderately applied by high-proficiency students and middle-proficiency students. Additionally, the highest use of SRW dimensions is the social behavior strategy, and the lowest use of SRW dimensions is the motivational regulation strategy. It can be concluded that students from high and middle proficiency still prefer to share ideas and do assignments with peers, ask a peer for help as well as receive feedback from teachers, peers, and any resources. Also, it can be summarized that high-proficiency and middle-proficiency students rarely convince themselves about the importance of the lessons and having good scores, compete with others as well as manage their mood in writing an argumentative essay. Moreover, it is found that there is no significant relationship among students' self-regulated writing (SRW) and their writing proficiency. It can be said that students with high and middle proficiency still have not been able to learn independently, so they need to practice self-regulation before, during, and after writing appropriately.

5.2 Recommendation

According to the finding of the present research, the following recommendations are made to teachers and future researchers. Teachers should

inform students how to apply self-regulated writing strategies appropriately so that students can learn autonomously. Moreover, this study shows a small number of low-proficiency students, so the future researcher can use this information to compare the use of SRW strategies in an equal number of high-proficiency students and low-proficiency students using other research sampling techniques.



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