SELF-REGULATED STRATEGIES AMONG ELT STUDENTS IN LEARNING WRITING

SKRIPSI

BY :
ERFA NAVADIATUL ULA
NPM.21901073064

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM MALANG
2023

ABSTRAK

Studi penelitian ini bertujuan untuk mendeskripsikan strategi pengaturan diri di kalangan mahasiswa ELT dalam belajar menulis. Keberhasilan siswa dalam belajar menulis sangat bergantung pada kemampuan mereka dalam mengatur diri sendiri dalam menulis. Setiap siswa harus bertanggung jawab atas tugas belajar mereka sendiri, terutama saat belajar menulis. Tiga pertanyaan penelitian yang diajukan oleh peneliti adalah, (1) apa saja strategi pengaturan diri yang digunakan oleh siswa yang mahir dan siswa yang kurang mahir, (2) bagaimana perbedaan strategi pengaturan diri yang digunakan oleh siswa yang mahir dan siswa yang kurang mahir dalam menulis, dan (3) apakah semakin banyak pengaturan diri yang digunakan oleh siswa, maka semakin baik prestasi yang mereka dapatkan. Metode kuantitatif digunakan dalam penelitian ini, dan 65 mahasiswa dari semua kelas writing jurusan pendidikan bahasa Inggris di sebuah universitas swasta di Malang. Kuesioner dengan 30 item pada skala likert 5 poin yang meneliti enam aspek self-regulated writing (*method, motive, performance, time, physical environment, and social environment dimension*) diadaptasi dari Abadikhah dkk. (2018) dan digunakan untuk mengumpulkan data siswa. Selanjutnya, penilaian prestasi menulis mahasiswa dilakukan oleh dosen yang ahli di bidangnya dengan melakukan ujian akhir semester di jurusan. Kemudian, data dianalisis dengan menggunakan statistik deskriptif, ex-post-facto, dan Pearson Product Moment Correlation untuk menilai korelasi antara penggunaan strategi self-regulated writing dan prestasi menulis mereka.

Berdasarkan temuan penelitian, method dimension(3,94) merupakan alat pengaturan diri yang sering digunakan oleh mahasiswa yang mahir dan social environment dimension (3,59) merupakan strategi yang sering digunakan oleh mahasiswa yang kurang mahir. Sementara itu, mahasiswa yang mahir dominan menggunakan method dimension dimana mereka cenderung dapat menemukan pendekatan belajar yang sesuai, sedangkan mahasiswa yang kurang mahir cenderung membutuhkan bantuan teman, dosen, dan sumber belajar serta perlu menyesuaikan lingkungan belajar. Terakhir, berdasarkan hasil uji korelasi menunjukkan adanya korelasi ($r = 0.408$) yang tidak terlalu signifikan antara penggunaan strategi self-regulated writing dengan prestasi belajar mahasiswa. Artinya, mahasiswa yang menggunakan strategi self-regulated writing belum tentu mendapatkan nilai yang lebih baik. Namun, mahasiswa yang tidak menggunakan strategi self-regulated writing tidak serta merta mendapatkan nilai yang buruk.

Keywords: Strategi Self-regulated, murid ELT, mahasiswa mahir, mahasiswa kurang mahir, menulis

ABSTRACT

Ula, Erfa Navadiatul. 2023. *Self-Regulated Strategies Among ELT Students in Learning Writing. Skripsi*, English Education Department Faculty of Teacher Training and Education Univesitas of Islam Malang. Advisor 1: Dr. Alfan Zuhairi, M. Pd; Advisor II: Mochammad Imron Azami, M. Ed.

The research study aims to describe self-regulated strategies among ELT students in learning writing. The success of students learning to write depends particularly on their ability to self-regulate their writing. Every student should be responsible for their own learning tasks, particularly while learning to write. The three research questions raised by the researcher are, (1) what are self-regulated strategy used by proficient students and less proficient students, (2) how are the differences of self-regulated strategy used by proficient students and less proficient students in writing, and (3) do the more self-regulated employed by the students, the better achievement they have. A quantitative method is applied in this research, and 65 students from all writing classes majoring in English education attended a private university in Malang. A questionnaire with 30 items on a 5-point likert scale that examines the six aspects of self-regulated writing (*method, motive, performance, time, physical environment, and social environment dimension*) was adapted from Abadikhah et al. (2018) and used to collect student data. Furthermore, the students writing achievement was carried out by lecturers who were experts in their fields by conducting end-of-semester exams in the department. Then, the data were analyzed using descriptive statistics,ex-post-facto, and Pearson Product Moment Correlation to assesses the correlation between the use of a self-regulated writing strategy and their writing achievement.

According to the study's findings, the method dimension (3.94) is a self-regulation tool that is frequently employed by proficient students and the social environment dimension (3.59) is a strategy that is often used by less proficient students. Meanwhile, proficient students dominantly use the dimension method where they tend to be able to find appropriate learning approaches, while students who are less proficient tend to need the help of friends, lecturers, and learning resources and need to adjust the learning environment. Finally, based on the results of the correlation test showed there is a correlation (r = 0.408) that is not too significant between the use of self-regulated writing strategies and student achievement. It means that, students who employ self-regulated writing strategy do not necessarily earn better scores. However, students who do not employ self-regulated writing strategy do not necessarily receive poor scores.

Keywords: Self-regulated strategies, ELT students, Proficient students, less proficient students, writing

CHAPTER I

INTRODUCTION

This chapter offered the background of the study, research question, objective of study, significance of study, scope and limitations, and definition of key terms.

1.1 Background of the Study

Self-regulated learning (SRL) is a fundamental theory in various learning processes, such as psychological, thoughtful, affecting, and cognitive, that work in sync to facilitate the attainment of goals (Andrade & Evans 2013). A variety of subjects, including math, physics, reading, writing, and history, to mention a few, have seen the development and application of SRL interventions (Dignath & Büttner, 2008). As a result, self-regulated learning (SRL) procedures are acceptable in procedure-focused writing because students have adequate opportunity to build metacognitive comprehension regarding their own skills, task requirements, technique utilization, and to motivate SRL to monitor the whole writing process (Lam, 2014). In his review of Tseng et al.s research, Gao, (2007) agrees that the concept of self-regulatory ability appeared to be strongly connected to Wenden's (1998) terms metacognition in her investigation.

In the writing context, self-regulated strategies for learning or self-regulated writing (SRW) consist of ideas, feelings, and activities that authors begin on their own to achieve different literary objectives, increasing both their writing abilities and the standards of the material they produce (Zimmerman & Risemberg, 1997). Studies concerning Self-regulated writing (SRW) strategies are necessary,

particularly in the context of ELT. Several studies completed in diverse English Language Teaching (ELT) environments reveal the challenges. According to Javid et al., (2013), the key challenges experienced by Saudi Arabian learners include lexical, organizational, and grammatical. There are lexical and content challenges with Omani students Seyabi and Tuzlukova (2014), whereas Bangladeshi students have idiomatic language and lexical constraints (Karim et al., 2018).

The writing process becomes significantly more difficult when ELT students deal with essay writing. When writing an essay, students create a larger piece that includes an introduction, body, and conclusion (Umamah & Cahyono, 2020) . They must write in a variety of styles, including argumentative and expository essays. For example, in expository essay writings, Students are taught how to develop various structures such as basic description, comparisons, sequencing, causality, impact, and solution of problems (Roehling et al., 2017). Students frequently struggle with essay writing owing to a lack of linguistic skills, anxiety, a shortage of thoughts, L1 interfering, and a lack of organization and structure comprehension (Fareed et al., 2016). Ineffective application of methods is one of the factors causing problems with writing (Graham et al., 2000).

To deal with the difficulties of writing, students must have a self-regulated writing strategy for their writing achievements. The self-regulation writing strategy may assist students in building their abilities in planning, writing, and revising, ensuring that they keep control over specific writing strategies, writing,

and learning (Zumbrunn et al., 2010). Csizér and Tankó (2015) stated that their participants' low levels of self-regulatory usage may be attributable to an absence of knowledge of the relevance of strategies employed or difficulty in employing strategies to use for writing in practice assignments. As a result, their writing achievements are not comparable.

Sinclair et al., (2000) asserted that to be able to begin and govern one's own writing, a learner must be aware of the procedures in writing and their results, make educated decisions, and gain expertise in carrying out and controlling writing. Learners that utilize self-regulation strategies have the capacity and abilities to plan, select suitable strategies for cognitive and metacognition, and assess learning results. In other words, students are self-regulated learners if they participate in their own learning activities on a metacognitive, motivational, and behavioral level. This statement is also confirmed by various studies that claim professional writers utilize greater strategies and apply them more regularly than less skilled writers (Bai, 2015; Bakhtin, 2010; Sasaki, 2000).

Zimmerman and Bandura (1994; 1997) divided self-regulated writing (SRW) procedures into six categories; including motive (how students learn), method (approach used to finish tasks), time (approach for time management by learners), physical environment (creating a learning environment), social environment (to seek assistance), and performance (monitoring, analyzing, and identifying self-consequences) (as stated Andrade & Bunker, 2009). Self-regulation is considered as a bigger theoretical construct comprised of a number of interconnected

processes, one of which is metacognition; other components consist of autonomy, styles of learning, and goal-oriented behavior (Winne & Perry, 2000).

Several studies on the Self-Regulated Writing (SRW) strategy have primarily focused on the intensity with which the SRW strategy is employed. For example, Abadikhah et al., (2018) reported the utilization of SRW methods among Iranian students ranges from modest to somewhat high. This study confirms that participants did not properly utilize numerous prewriting, goal-setting, and self-control skills. Furthermore, fourth-year students employed written self-regulation learning strategies (such as methodological and social learning) more frequently than third-year students.

However, this study focuses on writing academic papers and is therefore constrained by the sample selection, which is not based on the students' subject areas but rather on students in general who major in English. Aside from that, there has been a shortage of academics that have investigated the correlation between self-regulated writing strategies and writing achievement.

The following study, undertaken by Umamah and Cahyono (2020), demonstrated that Indonesian university students employed SRW strategies on a regular basis. This study looks at the usage of self-regulated writing (SRW) methods by Indonesian EFL students and identifies the SRW approaches used. The findings demonstrated that students are capable of obtaining assistance from classmates, instructors, seniors, or resources such as a book, computer, or the Internet to complete their writing activities. The small number of studies and

conflicting outcomes suggest that more research on the intensity of use of SRW methods is needed.

Regarding self-regulatory strategy in writing, Csizér and Tankó (2015) stated that greater levels of motivation and self-efficacy are correlated with the use of self-regulatory methods, as well as lower levels of writing anxiety. Meanwhile, T. Sun and Wang (2020) looked at how writing self-efficacy and writing self-regulated learning (SRL) techniques are associated to writing competency in an English as a Foreign Language (EFL) environment among college students.

According to the abovementioned review, most studies focus on the use of self-regulated writing strategies by EFL students, but few studies, such as those conducted by T. Sun and Wang (2020), analyze or explore the correlation between the use writing self-efficacy and self-regulated writing strategies on writing competency in an English as a Foreign Language (EFL) environment among college students. Meanwhile, research involving proficient students and less proficient students on the use of self-regulated writing strategies has not been carried out. So, the researcher wants to find out the strategies used by both students' proficiency levels in learning writing and the differences in the use of self-regulated strategies by proficient students and less proficient students. Furthermore, it is important to measure the strategy on students' writing achievement. Therefore, three research problems arise from this study.

1.2 Research Question

Based on the research background stated above, the study's problem may be framed as the following question:

1. What are self-regulated strategies used by proficient and less proficient in writing?

2. How are the differences of self-regulated strategies used by proficient and less proficient students in writing?

3. Do the more self-regulated strategies employed by the students, the better achievement they have?

1.3 Objective of study

The purpose of the research will be achieved in the implementation of this research are as follows:

1. To explain what the self-regulated strategies used by proficient and less proficient in writing.

2. To explain the differences of self-regulated strategies used by proficient and less proficient students in writing.

3. To analyze the self-regulated strategies employed by the students and their writing achievement.

1.4 Significances of study

The result of the research is designed to provide the following theoretical and practical benefits:

3.1.1 Theoretically

In theory, this research possible to use this study as a resource for someone conducting research on writing achievement, especially by using a self-regulated strategy among proficient and less proficient ELT students. Furthermore, this study provides put a spotlight on the correlation between students' self-regulated writing strategy (SRW) and their writing achievement.

3.1.2 Practically

This study is supposed to provide the following practical benefits to students, teachers, and researchers:

a) Students

Students can employ self-regulated strategies to increase their writing achievement. After knowing the self-regulated strategy among the proficient and less proficient ELT students in writing, it is hoped that students will be determined to improve their self-control when learning English, particularly while writing essays.

b) Teachers

As an alternative method to increase students' writing achievement. Aside from that, the teacher may employ the self-regulated writing SRW strategy for proficient students to help less proficient students enhance their writing achievement.
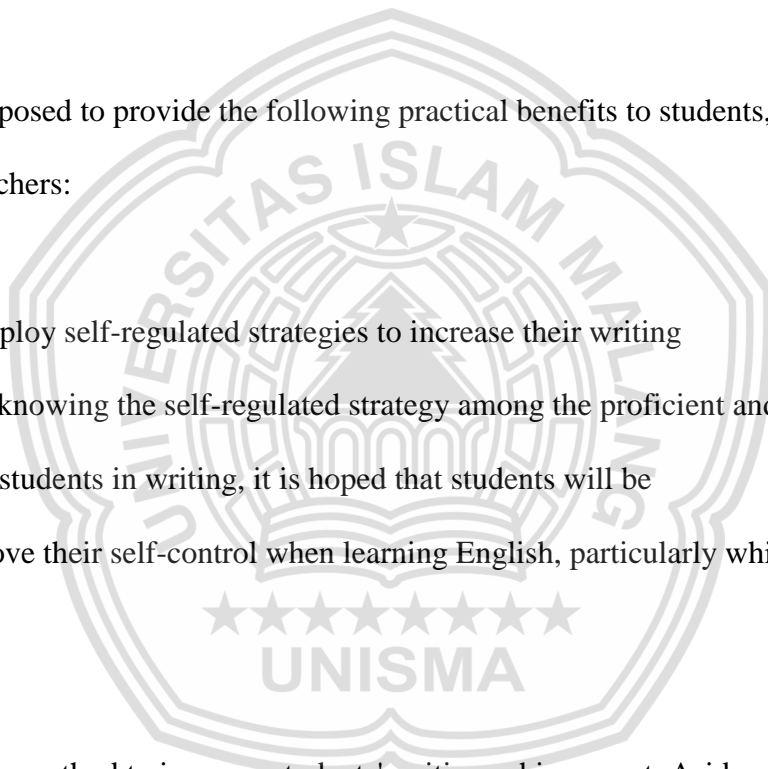
c) Researchers

As a way to get hands-on experience in research so that we can use what we have learned in lectures with real-life situations.

1.5 Scope and Limitation

This study focuses on the correlation between self-regulated writing strategy among ELT students and writing achievement. This strategy is related to essay writing in the Department of English Language Education, which is completely finished by students. The researcher conducted a survey by distributing questionnaires . In addition, the researcher used the students' final scores, which were obtained from the lecturers, to measure the relationship between self-regulated strategies in learning writing and students' writing achievement, and how the self-regulated strategy used by proficient and less proficient students in writing.

This study is limited to students of the Department of English Education who are in the process of writing for that department. Other challenges that are not recognized as causes of self-regulated writing SRW strategy, ELT students' writing achievement, proficient students and less proficient students will not be included in this study. Each responder is given the identical questionnaires to complete. The questionnaire, which the researchers adapted from the Abadikhah (2018), will be the primary source of data, in addition to the final score from each class's lecturer.

1.6 Definition of key terms

1. Self-regulated writing strategy

Self-regulated writing is a self-regulated writing strategy for students of the Department of English Education at the Islamic University of Malang, especially in writing courses in the third year covering; including motive, method, time, physical environment, social environment, and performance dimension for creating literary objectives such as enhancing their writing abilities and the level of their written texts.

2. Writing achievement

Writing achievement in the context of this study refers to the students writing essays achievement in the third year at the English Language Education Department of Universitas Islam Malang. Students' writing achievement were divided into three categories: high (80–100), medium (70–79), and low (0–69). In this study, researchers only used two categories, namely high scores and low scores.

3. Proficient students

The proficient students means students who achieve 80-100 scores ranging from 0-100. This group of students is classified depending on the evaluation standards used by the university where the data is gathered.

4. Less proficient students

The less proficient students means students who have a score of 0-69 ranging from 0-100. This group of students is classified depending on the evaluation standards used by the university where the data is gathered.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings and discussion in the previous chapter, this past section gives conclusions and recommendations linked to the study topic. It finally came to a conclusion with the following explanation:

5.1 Conclusion

First, the method dimension is a self-regulation tool that is frequently employed by professional students. It focuses on how students evaluate assignments in order to identify distinct and profitable ways of learning connected to task strategies. Furthermore, the social environment factor is a strategy that is often used by less proficient students. It indicates that the student needs to seek guidance by selecting a certain model, instructor, or book to assist oneself in learning.

Secondly, there are differences in the use of self-regulated writing strategies by proficient and less proficient students. For proficient students dominantly use the dimension method where they tend to be able to find appropriate learning approaches, while students who are less proficient tend to need the help of friends, lecturers, and learning resources and need to adjust the learning environment.

Thirdly, based on the results of the correlation test, the results show that there is a correlation that is not too significant between the use of self-regulated writing strategies and student achievement. It means that, students who employ self-regulated writing strategy do not necessarily earn better scores. However, students

33

who do not employ self-regulated writing strategy do not necessarily receive poor scores.

5.2 Suggestion

Based on the conclusions, the researcher makes suggestions for the lecturer / teacher and additional research.

1. For the lecturer / teacher

As it turns out, there are still many students who are unable to employ self-regulated writing strategies effectively; consequently, teachers or lecturers are required to give assistance in improving students' self-regulated strategies in English writing, particularly in producing tough and complicated essays.

2. For future research

Future studies are urged to assess how self-regulated writing strategy that have been modified from those of more proficient students affect students who are less proficient. Furthermore, administering written examinations that take into consideration inter- or intra-rater reliability, employing specific questionnaires that can give more extensive information for student evaluation, and involving groups of equal students in a larger number of students. A sample of students from other universities is also required.

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