

IMPLEMENTATION OF SELF-REGULATED LEARNING IN AN ADVANCED WRITING COURSE

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Abstract

Language learning strategy is commonly used in learning a second language and foreign language. It is intended to help develop students while learning a second language and foreign language. Self-regulated learning is one strategy that has been more controlled by the students to be developed because they can plan, monitor, and evaluate their learning by themselves. This research aims to determine how students' English language education programs implement self-regulated learning in an advanced writing course. A descriptive qualitative method was used in this research within interview and documentation as the instrument of the study. In this research, the data source was the fourth-semester students in English language education study program at Lambung Mangkurat University. The findings show that the students implemented a self-regulated learning strategy in their writing: seven students did self-evaluation, twelve students organized and transformed, eight students set a goal and plan, fourteen students sought information, thirteen students kept records and monitor, twelve students structured their environment, three students did self-consequences, thirteen students rehearsed and memorized, ten students sought assistance from peers, teachers, adults, and fourteen students reviewed note, and text and multimedia/internet. It can be concluded that students implemented many strategies which used self-regulated learning strategy in writing: self-evaluation, organizing and transforming such as organizing ideas, and information, goal-setting and planning such as preparing the concepts, data, vocabulary, making a schedule, and prioritizing the list to do the tasks, seeking information, keeping record and monitor, environmental structurings such as setting a quiet and clean place and in a specific time like in the morning and night, self consequences such as buying gifts, hanging out with their friend and giving time to take a rest, rehearsing and memorizing, seek assistance from peers, teachers, adults and review note, text and multimedia/internet.

Keywords: implementation, self-regulated learning, advanced writing course

INTRODUCTION

Language learning strategies assist the learners in a second language or foreign language. One of the strategies in supported learning is self-regulated learning. It has been significant in making learners more controlled, monitored, disciplined in learning by themselves, and focused on reaching the goal in their learning (Berk, Zimmerman, and Schunk in Cherrez, 2017).

Self-regulated learning strategy that can implement in any variety of skills in language learning, writing is a skill that is more productive in delivering messages such as using a letter, expression, thought, and emotions into writing texts (Spratt, Pulvernes, and Williams in Anggraini, 2017). One of the encouragements the researcher conducted this research based on his experience is self-regulated learning that can assist him in being well prepared, scheduled, and targeted into the goal.

Based on the study's background, the researcher intends to know the implementation of self-regulated learning in writing. Therefore, this study aims to figure out how students of English Language Education Study Program implement self-regulated learning in an advanced writing course

REVIEW OF LITERATURE

Self-regulated learning

Zimmerman stated in Saks and Leijen (2014), self-regulated learning is a strategy in learning and motivational processes that focused on individual responsibility to learn, which is supported by a teacher role as assistance and self-controlled by individual efforts of students to work at an ideal and significant level under circumstances of learning.

An aspect of self-regulated learning

Zimmerman said in Putri (2017), self-regulated learning is divided into three aspects: (1) Metacognition aspect is students can control their performance and progress during learning, (2) Motivation aspect is students realize their competence, high confidence, motivated and make effort that supported in learning situation be interesting by individually, (3) behavior aspect is students' effort in creating and determining an environment that supported in learning.

Characteristic of self-regulated learning

Zimmerman in Putri (2019) there are three characteristics of self-regulated learning: (1) self-regulation in learning such as self-motivation, self-awareness, performance control and behavioral effort that optimize knowledge appropriately, (2) adaptation in learning such as self-evaluation and adjusting future strategy in learning, (3) self-motivated quality such as motivational beliefs and adaptive emotions in learning.

Factors that influence self-regulated learning

According to Zimmerman and Pons in Jiwani (2018), five factors influence self-regulated learning: (1) personal factor is individually processed in managing an environment, (2) behavioral factor is students ability in using self-evaluation of gaining information in learning, (3) self-reaction is processed in determining and planning to reach the goal that been set up individually, (4) environmental factors is individual and social elements that can give supports such as organizing learning condition around the students, searching for relevant resources, (5) reinforcement factors is the external environment that can encourage learning.

Self-regulated learning in writing

Graham and Harris in Hassan and Ahmed (2018), self-regulated learning can develop writing performance in two ways: (1) self-regulatory mechanisms such as planning, checking, and monitoring, evaluation, (2) adjustment mechanisms such as determining the strategy that can optimize the learning strategically.

Definition of writing

Spratt, Pulvernes, and Williams in Anggraini (2017) stated that writing is a skill that focuses on conveying messages by using letters, words, thought, expression, and clauses. Then Harmer said in Anggraini (2017) that writing is a process of writing done regularly by conveying messages such as though, emotion, and expressions.

Process of writing

Harmer stated in Anggraini (2017), there are four processes of writing: (1) planning is preparing at the beginning of writing, such as determining the main issue that can be topic, thinking of the target readers, and thinking about the piece's substance structure that used during writing, (2) drafting is the first version of a piece of writing as a draft, (3) editing is revising of text that has been written such as changing to be an alternative type of words for a specific sentence and editing in grammatical accuracy, (4) final version is the final draft that has been processed by revising and editing.

METHODOLOGY

Design

This research used a descriptive method to describe and explain the implementation of self-regulated learning in an advanced writing course. Then, this research approach is qualitative because the data of this research is mainly in the form of words.

Participants

This research was conducted at Lambung Mangkurat University. The participants of this research are the students in the fourth semester of English language education study program batch 2018.

Instruments

Interview and documents are used as the instruments of this research. In this research, an interview is used as the main instrument that interview used open-ended question (SRILS) by Zimmerman and Pons in Effeney, Carroll, & Bahr (2013) because to know-how students implement self-regulated learning in an advanced writing course. On the other hand, the document is students' score in advanced writing as predetermined to choose students.

Procedures

1. The researcher asked for the research permit to research English Language Education Study Program at Lambung Mangkurat University.
2. After the researcher got permission, the researcher asked students related to their score in an advanced writing course
3. After that, the researcher interviewed students and then asked some questions while recording and writing for the analysis later.
4. Then the researcher analyzed the data using descriptive qualitative research

Data Analysis

The result from the interview and documents was analyzed by using the descriptive data analysis method. Miles and Huberman (1994) stated three steps to apply descriptive data analysis in analyzing research data results. There are data reduction, data display, and drawing conclusions.

1. Data reduction was filtering and selected the data results to arrange or appropriate in such a way that can make the researcher conclude then explain the data.
2. Data display is focused on organizing and compressing the information assembly.
3. Drawing conclusions is the process of explaining the answer to the research questions and objectives.

FINDINGS AND DISCUSSION

The Implementation of Self-regulated learning in An Advanced Writing course

Based on the interview that had been conducted with fourteen students by the researcher. The researcher found that the students implemented a self-regulated learning strategy in writing. Then, many aspects of self-regulated learning found in students are self-evaluation, organizing and transforming, goal setting and planning, seeking information, keeping records and monitoring, environmental structuring, self-consequences, rehearsing and memorizing, seek assistance (peers), seek assistance (teachers), seek assistance (adults), review note, review text, review multimedia/internet, and others.

1. Self-evaluation

The researcher found that seven students did self-evaluation in their writing. Then there is three encouragement for students to do self-evaluation:

- Getting specific feedback from the lecture/teacher

It has mentioned by S1 in the interview session

S1: "*Klo Feedback nya spesifik jelas tidak mengulangi pasti akan memperingati diri sendiri yang mana yang salah.* (English version: If I get specific feedback. Surely, it can be a reminder for myself to know which is it right or false" (19/08/2020)

Giving feedback, advice, and judged during students' progress can affect students' learning, such as self-appraisal and accuracy of their learning (Zimmerman & Schunk, 1981). Moreover, the students can be aware of the mistake that has been made before, by giving feedback can remind students to do well prepared in their following writing.

- After finished the task/writing

It has mentioned by S10 and S12 in the interview session

S10: "The third one fixes things probably of my stuff (like overlooking or overlooking what I have done) to make the best version of my work" (13/09/2020)

S12: "After I finish writing, I will do a proofread and do some revision by checking the spelling, punctuation, and more. And make sure there are no errors and all of the information is documented" (16/09/2020)

- After known their score

It has mentioned by S6 and S9 in the interview session

S6: "That's why when I got a lower score than I expected, I can't help but wonder what are the errors that I've done and what should I do to fix them. I would compare my work with friends that have higher scores than me. " (12/09/2020)

S9: "Pastinya saya akan bertanya-tanya di dalam kenapa sih saya mendapatkan nilai ini lalu saya mengorek-ngorek apa sih kesalahannya setelah dapat kesalahan walaupun tidak bisa memperbaiki nilai setidaknya saya mengetahui apa yang sudah salah seperti itu ka. Untuk memperbaiki diri untuk menjadi lebih baik dalam hal menulis biasa nya saya akan mempelajari kembali ka. (English version: Surely, I am going to ask my self, why did I get this score and what was wrong with this subject. Eventhough, i could not change my score but I can know what mistakes that I had made. To make myself be better in writing i will reread or restudy." (17/09/2020)

According to Barry & Zimmerman (1989), two things stimulate the students do self-evaluation are by checking procedure after they finish their work such as checking the structure of the text and by knowing their score and comparing their work with their friend that can stimulate the student to know what mistake that had made and the student can discuss and give advice each other.

2. Organizing and transforming

The researcher found twelve organized and transformed in their writing, mentioned by S3, S7, and S12.

S3: "I write the key points. After that, I arrange my writing into a good paragraph. To make a conclusion, I read the whole text, and make a conclusion. Then, I check the grammar error using Grammarly." (8/09/2020)

S7: "First, I choose a topic. Second, I make some supporting sentences. Third, I add supporting details. Finally, I make the conclusion." (13/09/2020)

S12: "Firstly, I will make sure what paragraph that I'm going to make. How the structure, the topic. Then I will do some research based on the topic of the paragraph, either on the internet or books. Then I will build the paragraph and write the information that I got with my own words. And after I finish writing, I reread the paragraph and make sure there are no mistakes or errors before I collect it." (16/09/2020)

Based on Wang's research in McCombs (1984), when the student does self-management in their learning, such as making a goal and plan, organizing the information, arranging the schedule, and time management, that can make students increase their performance and achievement when students do a process of organizing and transforming the information that can provide students with self-awareness, know-how to do in strategy and approaches in their writing.

3. Goal setting and planning

The researcher found that eight students set their goals and planning before writing, as mentioned by S5, S6, and S9.

S5: "Pertama, saya akan merencanakan seperti memberi deadline, jadi saya bisa lebih fokus untuk mengerjakan. Kemudian, saya mulai memahami tugas writing, agar saya tahu apa yang akan saya tulis, kemudian beberapa hari sebelum Tes saya akan belajar untuk menulis agar bisa memahami lebih untuk sebuah topic penulisan, Kalau metode lebih untuk mengerjakan sistem nyicil, jadi satu tugas tidak harus selesai pada hari itu, tapi lebih mengerjakan sedikit demi sedikit. (English version: The first, I make a plan such as setting a deadline, in order to make me focus on working on it. After that, before test I will study in writing texts for understanding it, for method is working step by step.)" (9/09/2020)

S6: "I always remind myself to have a clear plan on what to do and which thing should I prioritize in order to finish my assignments." (12/09/2020)

S9: "Biasanya saya setelah diberi tugas saya tak berlama-lama dengan cara mengatur agenda tersendiri untuk mengerjakan tugas biasanya klo di beri tugas.(English version: As usual when the task has given by the lecture, I am going to do in time by setting agenda for doing it)" (17 September 2020)

According to Bandura & Schunk (1981), students set their goals and plan their learning. Automatically, it can make students develop self-directed learning quickly, obtain the mastery of the subject that the students do, and increase their perceived self-efficacy and interest, which they had little interest in doing initially.

4. Seeking information

The researcher found that fourteen students sought information to find the information that supported learning. S4, S6, and S14 have mentioned it.

S4: "Pendekatan atau persiapan sebelum menulis biasanya sih yang utama nyari konsep atau cerita apa yang ingin diceritakan karena ini hal yang paling membingungkan jadi nyari nyari inspirasi di google sebelum menulis (English version: The approach or requirement before writing is finding a concept or story that I want to tell because this steps it makes me confused during searching inspirations in google)." (9/09/2020)

S6: "The first step I usually do is looking for the source of topic that I want to write on my paragraphs." (12/09/2020)

S12: "I also use some internet platform, such as YouTube and I search the material, then I watch it there to make me more understand and I also can get some more information from it." (16/09/2020)

An effective planning environment is obtaining resources quickly that can be predictable and control or find individually. It means accepting the specific resources that can help students learn and manage the information they got. Automatically, that also can support students in learning (Goodnow and Skinner in Scholnick and Friedman, 1993).

5. Keeping records and monitoring

The researcher found that thirteen students keep records and monitor their material, progress, and performance. S3, S6, and S1 have mentioned it.

S3: "And highlight some points that I think are important. I also make a summary in my notebook." (8/09/2020)

S6: "I put my phone out and start recording my lecturer's voices when they start explaining the materials. I loved to take a photo of what they write on the board instead of writing it in my notebook." (12/09/2020)

S11: "As I said before, I will make a summary for each material a week before the test starts." (16/09/2020)

Based on Zimmerman (1989), when students pay attention to their progress and performance, that can affect them, such as knowing how well their performance and progress they do and on one a goal in reaching it.

6. Environmental structuring

The researcher found that twelve students structure their environment by finding a comfortable place: quiet and clean and setting the specific time to support them in writing, such as in the morning and at night. It has been mentioned by S1, S3, S6, and S14.

S1: "Waktu produktif ini pasti nya sangat penting dalam writing jadi pas waktu sendiri, pagi hari dan di rumah (English version: Productive time is important in writing such as being alone, in the morning, and in the home)" (19/08/2020)

S3: "Before writing, I have to make sure that everything around me is clean. And for writing, the most productive study time is at night or after I have dinner." (8/09/2020)

S6: "I prefer to do my writing in silence, or put on my earphones and listen to music if the environment is a little bit noisy and I like to do it at night." (12/09/2020)

S14: "Waktu yang produktif ketika saya mengerjakan tugas writing adalah di pagi hari. (English version: The productive time is when I do writing in the morning)" (16/09/2020)

The environment has more effect in supported students in their learning, such as environment around the students for example, clean, quiet, and comfortable place that makes students focus on their learning and curriculum systems that can influence students in their learning (Zimmerman, 1989)

7. Self-consequences

The researcher found three students did self-consequences for encouraging in their writing, such as getting a reward, hanging out with a friend, and take a break in the learning. It has been mentioned by S5, S6, and S8

S5: "Saya biasanya akan memberi reward to myself jika sudah menyelesaikan sebuah tugas.(English version: I usually give a reward to my self, if i have done a task)" (9/09/2020)

S6: "I'll first try to motivate myself by rewarding myself after I finished the assignments." (12/09/2020)

S8: "Mungkin satu-satunya motivasi saya kenapa saya harus mengerjakan tugas tersebut tepat waktu adalah saya ingin bersantai ketika teman-teman saya sedang ribet mengerjakan tugas yg berdekatan dengan deadline. (English version: The only reason that motivated me in doing a task is I want to be relax or take a break when my friends have difficulty in during do a tasks in close to the deadline)" (11/09/2020)

According to Zimmerman (1989), students have been rewarded and rewarded by themselves after they complete their tasks (progress or performance). It can significantly give an effect in greatly self-efficacy, increasing mastery of the subject and motivating the students to do a task.

8. Rehearsing and memorizing

The researcher found that thirteen students rehearsed and memorized the material to help them write and learn. It has been mentioned by S3, S11, S12, S13, S14.

S3: "Before the test, I read the points that I write in my notebook and try to remember them. And the method that I use for completing the assignments in writing class is free writing technique." (8/09/2020)

S11: "I usually looking for examples of paragraphs according to the material, then I'll try to make my own paragraphs." (16/09/2020)

S12: "And sometimes, I will try to make some paragraphs just in case we are asked to make a paragraph in the test." (16/09/2020)

S13: "Jadi, kesimpulannya saya membaca ulang dan membuat contoh agar dapat mengingat dan memahami makna dari materi yang disampaikan. (English version: The conclusion is I reread and

make an example to remember and understand the meaning of the lesson that has been given)" (16/09/2020)

S14: "Kemudian saya hafalkan, setelah saya hafalkan saya mempelajari lebih lagi mengenai materi itu dan saya lebih banyak berlatih menulis. (English version: After I memorize, I study more for mastery the material and practice more in writing)" (16/09/2020)

According to Sartika and Rachmanita in Haerazi & Irawan (2019), learning strategies that support students in improving writing achievement is self-regulated learning because when the students use self-regulated learning strategy, it can help them in terms of the content of the text by seeking information and organizing information, grammar, vocabulary, and mechanic by practicing to write.

9. Seeking assistance (peers, teachers, and adults)

The researcher found ten students seek assistance with their friend, teacher, and adults, such as exchanging the idea, asking the advice, and asking and explaining each other to help them in their writing. It has been mentioned by S4, S7, and S10

S4: "Saya bisa bertanya dengan teman ataupun orang lain dan bisa mengerjakannya bersama sama atau belajar bareng itu sangat membantu dalam hal apapun.(English version: I can ask to my friends or others and do together because it can help in everything)" (9/09/2020)

S7: "That I am not really sure, I will interview my parents." (13/09/2020)

S10: "I often study with my friends, I ask questions and explaining each other" (13/09/2020)

There are two sources of social supported that assist in using self-regulated learning are (1) direct assistance such as getting feedback from the teacher, exchange ideas between students, and asking opinions and advice from adults, (2) the second from literary and other forms such as pictures, diagrams, and formulas (Zimmerman & Ponz in Zimmerman, 1989).

10. Review note, texts, and multimedia

The researcher found that fourteen students reviewed their notes, text, and multimedia to support their learning. It has been mentioned by S5, S6, S10, and S12

S5: "I learn and remember lessons, especially writing, by reviewing the material that has been given." (9/09/2020)

S6: "I looked at the picture I took the other day when I was in writing class to remember the materials." (12/09/2020)

S10: "I will remember by myself or I will look at my note and see what this is what we learned or review my note." (13/09/2020)

S12: "I have time to learn about the materials that I have learned in the whole week. I rewrite it, reread." (16/09/2020)

According to Kobayashi Kobayashi (2006), reviewing a note in a planning way can strengthen and regain the background of knowledge of the learners recorded and recollected in the memo.

CONCLUSION

After conducting the research about the implementation of self-regulated learning in an advanced writing course and analyzing the research data obtained from interview, the researcher found that students implemented many strategies which used self-regulated learning in writing namely self-evaluation, organizing and transforming such as organizing idea, and information to be transformed into their writing, goal-setting and planning such as preparing the concepts, information, and vocabulary to complete the task, making a schedule, and prioritizing the list to help them do the tasks, seeking information, keeping record and monitor, environmental structuring such as setting a place like a quiet and clean place and in a specific time like in the morning and night, self-consequences such as buying something that they want, hanging out with their friend and giving time to take a rest, rehearsing and memorizing, seek assistance from peers, teachers, adults and review note, as well text and multimedia/internet.

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