

STUDENTS' SELF-REGULATED LEARNING IN LEARNING WRITING

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ABSTRACT

The aims of this study were to describe how the students implement their self-regulated learning in learning writing and to explain the reason why they do it as the way they do. A descriptive qualitative design was used in this study. The data and source of data were students' activities of self-regulated learning in learning writing of Grade XII Culinary SMK Telkom 2 Medan. The data were collected by using questionnaire and interview. The data were analyzed by using descriptive qualitative. The results showed that (1) Most of the students did self-regulated learning activities with the level of frequency of use sometimes namely goal-setting (93%), environmental structuring (40%), self-evaluation (70.5%), task-strategies (40%), help-seeking (83.3%), and time management (50%). (2) The reasons why the students did self-regulated learning in learning writing as they do were: 1) Goal-setting (personal factor), 2) Environmental structuring (environmental factor), 3) Self-evaluation (behavior factor), 4) Task-strategies (personal factor), 5) Help-seeking (personal factor), and 6) Time management (personal factor).

Keywords: *Descriptive-Qualitative, Learning Writing, Self-Regulated Learning*

INTRODUCTION

Background of Study

Learning is a process that is performed by individuals in order to have changes to themselves as result of their experiences with the environment. In language learning, one of language skills that language learners should master is writing. Writing can be defined as the way to produce language and express idea, feeling and opinion (Harmer, 2004). Writing is essential because it is needed to communicate one's thought and opinion effectively.

The essential of writing for vocational high school students has been stated through curriculum in Indonesia namely curriculum 2013 that requires vocational high school students to be able to write based on genre. In learning writing, there are four stages that should be experienced. They are

planning, drafting, revising, and editing (Richards and Renandya, 2002). For each stage, it is suggested that various learning activities are implemented to support the learning writing. In order to measure that the learning writing is successful, it can be seen from students' learning achievement. Saefullah (2012) defines learning achievement as a success obtained from student after doing activity in academic field in certain time and in the form of score. Learning achievement is also dependent to some factors such as internal factors and external factors.

One of important factors for students to achieve their goal is the ability of self-regulated learning. Self-regulated learning is a form of individual learning depending on their learning motivation, autonomously developing measurements (cognition, metacognition, and behavior), and monitoring their learning progress (Baumert et al., 2002). Students have self-regulated learning when they are able to be active in their metacognition, motivation, and behavior in learning process. metacognition makes the students able to manage, plan, and evaluate their cognitive process. Then, when students feel competent in learning process means that they are motivated. Lastly, through behavior, they are able to optimize their learning environment.

Preliminary research was conducted to 28 students of SMK Telkom 2 Medan. It was found that most of students had implemented self-regulated learning. The theory stated that high-achiever students demonstrate higher self-regulation in their learning (Zimmerman & Pons, 1986). It means that the students who implemented self-regulation in their learning will have high achievement. In reality, even though most of the students had implemented self-regulated learning as mentioned before, they still had low achievement in their writing.

The reality does not show the same as the theory where the student who implemented self-regulated learning still had low achievement. Hence, the researcher needs to do a research related to self-regulated learning in learning writing in order to find out what activity of self-regulated learning students have done and the reasons why they do it as the way they do.

REVIEW OF LITERATURE

1. Writing

Writing is an ability or activity of arranging words into form of sentences. It is used to communicate information, express the feeling or ideas to someone, public or government. Bram (1995) defines writing as producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper.

Richards and Renandya (2002) state the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing. For each stage, various learning activities that can support the learning of specific writing skills are suggested. For instance, in the planning stage, teachers can help their students to improve their writing skills in generating ideas by giving activities, such as brain storming, clustering, and rapid free writing.

2. Writing in Curriculum 2013

Kemendikbud (2016) stated that English subjects include the ability to communicate in three types of discourse, namely interpersonal, transactional, and functional, oral and written, at the level of functional literacy, to carry out social functions, in the context of personal, socio-cultural, academic, and professional life, using various forms of texts for basic literacy needs, with structures that are coherently and cohesively accepted and linguistic elements appropriately.

The scope of subject matter of the English course covers short texts in interpersonal, transactional, special functional, and functional discourse in the form of descriptive, recount, narrative, factual report analytical exposition, news items, and procedures at the level of informational literacy; mastery of each type of text includes three aspects, namely social function, text structure, and linguistic elements, all of which are determined and chosen according to the purpose and context of the communication.

3. Self-Regulated Learning

Self-regulated learning is a strategy used by students as they are no longer passive learners but active. It is self-initiated actions which include goal-setting and regulating effort to reach the goal, self-monitoring, time management, and physical and social regulation (Zimmerman and Risemberg, 1997).

The term self-regulated learning developed from Bandura's (1997) theory of social cognition. Based on the theory of social cognition, humans are the result of interdependent causal structures from personal aspects (person), behavior, and environment. These three aspects are determinant in self-regulated learning. Bandura (1986) explains that these three aspects of determinants are interrelated with cause and effect, where people try to regulate themselves (self-regulated), the results are in the form of performance or behavior, and this behavior impacts on environmental change, and so on (Latipah, 2010).

Based on Zimmerman (1994), self-regulated learning encompasses six subscales in learning process, namely goal setting, environment structuring, self-evaluation, task strategies, help seeking and time management. All of them are described as below:

a. Goal Setting

Goal can be a standard that regulates one's action. In the classroom, goals may be as simple as learning to get good grade on an exam, or as detailed as gaining a broad understanding of a topic. Short-term attainable goals often are used to reach long-term aspirations. For example, if a student sets a long-term goal to do well on an exam, then he or she also may set attainable goals such as studying for a set amount of time and using specific study strategies to help ensure success on the exam.

b. Environment Structuring

An activity where students are able to pay attention to their physical and social environment then students arrange and adjust

their environment to achieve the desired goals (Barnard-Brak et.al, 2010).

c. Self-Evaluation

Students are more likely to become self-regulated learners when they are able to evaluate their own learning, independent of teacher-issued summative assessments. This practice enables students to evaluate their learning strategies and make adjustments for similar tasks in their future.

d. Task Strategies

Task strategies are activities that students do to achieve their goal. When they do the activity effectively, they will have better performance than those who do not do effectively (Pintrich, 1990).

e. Help-seeking

Activities where students are able to find and learn information through learning resources. Not only are learning resources in the form of learning instruments, but to others such as peers or teacher. In learning writing, students can consult with teacher or peers when they need help. They will be easier to reach their goals when it is done together. Students may share their problems to solve it.

f. Time Management

Activity where students can manage their time for learning to achieve their goal. Make schedule for practicing writing is one of time management activities.

Self-regulated learning is determined by three aspects namely person, behavioral, and environmental (Zimmerman, 1989)

a. Person

One of factors affecting self-regulated learning is process happening in student itself or person that is interconnected. Personal processes include students' knowledge, metacognitive (decision making processes), academic goals and conditions, and affective conditions.

b. Behavior

There are three ways of students in responding relationship to analyze their behavior that affects self-regulated learning, namely self-observation, self-assessment, and self-reaction.

1) Self-Observation

Self-observation is student response which involves systematic monitoring of the results achieved.

2) Self-Assessment

Self-assessment is student response which involves a systematic comparison between the results achieved and a standardized result.

3) Self-Reaction

Self-reactions are students' responses to the results they achieve. Individuals respond positively or negatively to behavior depending on how the behavior is measured and what personal standards are.

c. Environmental Factors (Environment).

Two types of environmental that affect self-regulated learning, namely social experience and social environmental structure.

1) Social Experience

One of the social experiences that influence self-regulated learning is learning through direct observation of one's own behavior and the results obtained from the behavior.

2) Environmental Structure

The environment is illustrated as student action as a proactive action such as: minimizing distractions in the form of air pollution, regulating light, regulating the study room. These three factors greatly influence self-regulated learning and are interconnected, namely personal factors that return to the students themselves, then factors of student behavior, and finally environmental factors.

4. Self-Regulated Learning in Writing

In writing, self-regulated learning plays role from the process to the end of process which is student's achievement. Providing a writing environment or writing situation that increase the likelihood of self-regulation is one way to increase self-regulated skill (Graham and Haris, 1997). It means that to increase students' self-regulated learning especially in learning writing, one should prepare the learning environment becomes writing situation. The environment can be in the form of encouragement of doing things such as doing projects of students' choice, develop their own personal ideas about the topic, develop personal plans for doing writing tasks, move on the tasks at their own speed, and provide an appropriate environment.

Related to students' achievement, the research finding of Zimmerman and Bandura (1994) showed that students' perceived self-efficacy beliefs in academic achievement and self-regulation of writing could predict their final writing course grade. It indicated that those with higher levels of self-efficacy set higher writing goals and made more efforts to improve their writing quality.

RESEARCH METHODOLOGY

The design of this research was descriptive qualitative research.. This study was conducted at SMK Telkom 2 Medan which is located in Jl. Halat No. 68 Medan. The subject of this study was 20 students of grade XII culinary. The instruments of collecting data were questionnaire and interview questions. The technique for collecting data were questionnaire and interview.

Data and Source of Data

In this research, the first data was students' activities as part of self-regulated learning in learning writing based on six subscales, namely goal setting, environment structuring, task strategies, time management, help seeking and self - evaluation. The second data was interview transcript of the students that had been

taken through WhatsApp Voice Call and Chat. The sources of data were 20 students of grade XII Culinary 1 at SMK Telkom 2 Medan.

The Techniques and Instruments of Data Collection

Instrument is a mean used by researcher while collecting data to make the work easier and get better result, complete, and systematic so the data will be easy to be processed (Arikunto, 2006). Some ways of collecting data are provided such as questionnaire, observation, field notes, test, and interview. In this study, the researcher collected the data by using questionnaire and interview.

The Techniques of Data Analysis

The data were analyzed by using descriptive qualitative. Sugiyono (2008) explains that there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification.

FINDINGS

After analyzing all the data, the researcher found the findings as follow:

1. Students' Self-Regulated Learning in Learning Writing

The researcher distributed questionnaire consisting 60 statements that describe students' self-regulated learning in learning writing to 20 students. As self-regulated learning encompasses six subscales namely goal-setting, environmental structuring, self-evaluation, task-strategies, help-seeking, and time management, the description of students' self-regulated learning would be answered based on the six subscales and the level of frequency the students did the activities in the form of percentages. It showed that most of students did activities based on six subscales of self-regulated learning in the level of frequency sometimes with the percentages;

- 1) Goal-setting (93%), the students sometimes were able to write good paper and essay with details. They sometimes planned the things they had to write and could complete the tasks on time.
- 2) Environmental structuring (40%), the students sometimes did not want to hear any distracted sounds that disturbed them and chose to turn off their TV or mobile phone while writing.

- 3) Self-evaluation (70.5%), the students were sometimes aware of feedback, monitor and evaluate their accomplishment, and rewarding themselves after they got certain writing task done.
- 4) Task-strategies (40%), the students sometimes chose revising paper, proofreading their works, creating draft and listing thought for ideas before writing.
- 5) Help-seeking (83.3%), the students sometimes sought help from classmate, library or internet, and friends. They also sometimes took notes and enjoyed group work.
- 6) Time management (50%), the students sometimes made schedule to write but they found it hard to stick with it.

2.The Reason Why the Students Do Self-Regulated Learning as the Way They Do

From the result of the interview, the reasons the students do self-regulated learning in learning writing as they do were: 1) Goal-setting, the students did activities related to goal-setting because they had their own objectives in learning writing, such as to understand and comprehend more about English text and to broaden knowledge. The factor affecting it was personal factor particularly academic objective. 2) Environmental structuring, the students did activities related to environmental structuring because they were aware that appropriate environment made them relax. The factor affecting it was environmental factor. 3) Self-evaluation, the students did activities related to self-evaluation and ended up react negatively or positively to their achievements. The factor affecting it was behavior factor particularly self-reaction. 4) Task-strategies, the students did activities related to task-strategies because they knew how to use strategy that they chose and when and why the strategy would be used. The factor affecting it was personal factor particularly student's knowledge. 5) Help-seeking, the students did activities related to help-seeking because they knew what, when and why the strategy would be done such as when they needed help, they asked their friends or teacher, they found information through websites or books. The factor affecting it was personal factor particularly the student's knowledge. 6) Time

management, the students did activities related to time management because they know how to manage their time as they could, such as studying a day before exam and studying in the morning. The factor affecting it was personal factor particularly student's knowledge.

DISCUSSION

The analysis of data revealed that the students of grade XII Culinary 1 SMK Telkom 2 Medan implemented self-regulated learning activities based on six subscales; goal-setting, environmental structuring, self-evaluation, task-strategies, help-seeking, and time management. The frequency of occurrence of the SRL activities done by the students was sometimes.

Goal-setting is essential subscale of SRL for students who learnt English as foreign language (Abadikhah, 2018). This showed that the students of grade XII Culinary SMK Telkom 2 Medan needed to implement goal-setting activities because they were English foreign learners. Doing goal-setting activities led the students had better performance in writing (Page-Voth and Graham, 1999).

Goal-setting activities encompassed specified intended action (Zimmerman, 1998) to reach their goals. The actions or activities that most of students did was they sometimes wrote texts with proper structure such as introduction, body, and conclusion, completed the writing without lack of time, wrote based on the given topic easily, edited their writing, made schedule to write in a week and used planner to reach their goals. These activities had relation to time management. The study conducted by Abadikhah et.al (2018) revealed the same result that the majority of the students engaged in goal-setting less frequently. They discussed that the reason was because of poor time management.

Interview results showed that the factor affecting the students' implementation of goal-setting was personal factor particularly academic objective. Their academic objectives did not show specific objective about writing namely to understand English to widen their knowledge. Dembo & Eaton (2000) stated that it is difficult to be motivated to achieve without having specific goals. As the students had unspecific objectives, they became less attentive to

instruction, did not expend greater effort, and did not increase their confidence when they see themselves making progress.

Environmental structuring encompassed activities where the students were able to pay attention to their physical and social environment then students arranged and adjusted their environment to achieve the desired goals (Barnard-Brak et.al, 2010). The data analysis revealed that most of the students sometimes did not want to hear a single sound when they were writing and chose to turn off their TV or mobile phone because they might be disturbed by the sounds and visual. Dembo & Eaton (2000) explained that environment restructuring refers to locating places to study that are quiet or not distracting. To determine the distracters, Dembo & Eaton (2000) classified distracters into internal (e.g personal concerns or anxiety) or external (e.g noise or interruptions) and situation (e.g tests or lectures) or location (studying at home or school or library). In this study, the students disturbed by the sounds and visual. So, the distracters classified into external distracters which encompassed noise or interruptions. Noise refers to an unwanted sound that is judged to be unpleasant, loud or disruptive to hearing (Norris, 2016). Isolating one-self from noisy places can help the student study in conducive environment.

The activities of environmental structuring were affected by environmental factors; social experience and environmental structure. The interview results showed that the students did the activities of environmental structuring because of the environmental structure. They were aware appropriate environment made them relax in doing tasks or learning. Most of students chose listening to music as the way to make them relax.

Self-evaluation of goals is critical to SRL (Andrade & Evan, 2013). Students become self-regulated learners when they are able to evaluate their own learning. In this study, most of students sometimes asked and received feedback, asked other about their writings before submitting it to teacher. To evaluate their performance, they sometimes took note and monitored their improvements. Taking note and monitoring improvements as part of reflection as Andrade & Evan (2013) stated in his book is one of means to do self-evaluation. Also, reward

themselves is important for them because they would become responsible for their own learning outcomes. It is the way to celebrate their accomplishments.

Interview results about the students' reason of doing self-evaluation showed that behavior is the factor of their implementation. Most of students ended up react positively or negatively about their achievement when they were asked about their performance in one semester. This involved self-reaction which is students' responses to the results they achieved.

As students learnt English language, the strategies they used also related to specific language skills. Language learning strategies is activities consciously chosen by learners for the purpose of regulating their own language learning (Griffiths, 2008). The data revealed that most of students sometimes revised their writings, proofread their works, created draft before writing final paper, and listing thoughts before writing. One strategy that is considered useful to aid the storage of information in long-term memory and facilitates to retrieve information which is using graphic organizer was rarely done by the students. This is in line with Honeck (2013) in which the students rated the lowest score for using graphic organizer to organize the ideas. He explained the reason is because the students are not taught to use the strategy.

This study also revealed the reasons the students did task-strategies as the way they do was because of personal factor namely student's knowledge. The students chose their own ways because they realized their chosen ways were effective. Rubin (2008) explained how strategies actually mattered by knowing how the strategies is used (or not used) to accomplish tasks and learner goals.

Most of students realized that they have difficulty in achieving their goals, but they were responsible to their goal by seeking help from others. Schunk & Zimmerman (1994) viewed help seeking as an adaptive strategy, especially when it is used to overcome difficulties in learning. In this study, most of students did help seeking from classmates, library or internet, and group discussion. Help seeking also showed the students ability to determine when they needed to work alone or in group or when was the time to seek help. Interview results revealed that the decision to seek help is affected by personal factor particularly students' knowledge.

Time management is an important component of SRL as what Smith (1994) stated “you control your life by controlling your time”. The present study revealed that most of students sometimes made schedule to write but they were hard to stick with it. It showed that they had poor time management. Having poor time management is caused by the students who did not have specific goals or uncertainty of what is to be accomplished, a failure to break goals into several tasks, a lack of understanding of how to manage time, and a lack of knowledge of how much time is needed to accomplish a task (Dembo & Seli, 2008). Interview results showed that the factor affecting the students’ time management was personal factor particularly student’s knowledge; procedural and conditional knowledge where procedural knowledge refers to knowledge of how to use strategy, whereas conditional knowledge refers to knowledge of when and why the strategy is effective.

CONCLUSION

Based on the analysis, the conclusions were stated as follows:

1. Most of the students did self-regulated learning activities with the level of frequency of use sometimes namely goal-setting (93%), environmental structuring (40%), self-evaluation (70.5%), task-strategies (40%), help-seeking (83.3%), and time management (50%).
2. The reasons why the students did self-regulated learning in learning writing as they do were: 1) Goal-setting (personal factor), 2) Environmental structuring (environmental factor), 3) Self-evaluation (behavior factor), 4) Task-strategies (personal factor), 5) Help-seeking (personal factor), 6) Time management (personal factor).

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