

**EFL UNDERGRADUATE STUDENTS' ONLINE SELF-REGULATED
LEARNING STRATEGIES DURING COVID-19 PANDEMIC**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



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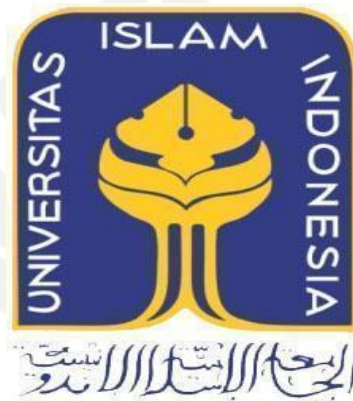
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LEARNING STRATEGIES DURING COVID-19 PANDEMIC

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 13 Mei 2022

The researcher,



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MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

(Wa laa tahinuu wa laa tahzanuu wa antumul a'lawna in kuntum mu'miniin)

“Janganlah kamu bersikap lemah dan janganlah pula kamu bersedih hati, padahal kamulah orang-orang yang paling tinggi derajatnya jika kamu beriman”

(QS. Ali 'Imran Ayat 139)

“Great things are not done by impulse, but by a series of small things brought together”

(Vincent van Gogh)

الجمعة المباركة
الاستاذة الانيسة

DEDICATION

With great gratitude to Allah SWT, I dedicate my thesis to:

MYSELF

My beloved parents Mr. Effi Riswanti and Mrs. Daswati who always give love, prayers, and endless support.

My beloved grandmother and brother who always give support and prayers.

My adored thesis supervisor Miss Astri Hapsari, S.S M.TESOL, who always

patiently and enthusiastically guided me to complete this thesis.

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Alifa, Dini, Fatimah, Mayka, Rizka and also Tiara, thank you for being such good listeners and coloring my life in college.

All parties who have helped the researcher to complete the thesis

which may not be mentioned one by one.

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Alhamdulillahirobbil‘alamin, all praises to Allah SWT and Prophet Muhammad SAW who has given me mercy, strength, and patience to finishes this thesis as a partial fulfillment to obtain the Sarjana Pendidikan degree in English Language Education.

First of all, I would like to thank my parents, Mr. Effi Riswanto and Mrs. Daswati for their love, support, and endless prayers.

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I also thank all the lecturers and staffs at the English Education Department who have guided and helped me a lot during the learning process at the Indonesian Islamic University

Lastly, I would like to thank my friends who have been my encouragement and support system during my college years. I will never forget the kindness and precious moments we had together.

This thesis is still far from perfect. Therefore, suggestions, recommendations and constructive criticism are highly expected. The writer hopes that this thesis can be useful for the readers.

Wassalamu'alaikum warrahmatullahi wabarakatuh

Yogyakarta, 13 Mei 2022

The researcher,



Genti Putri Dwi Redjeki

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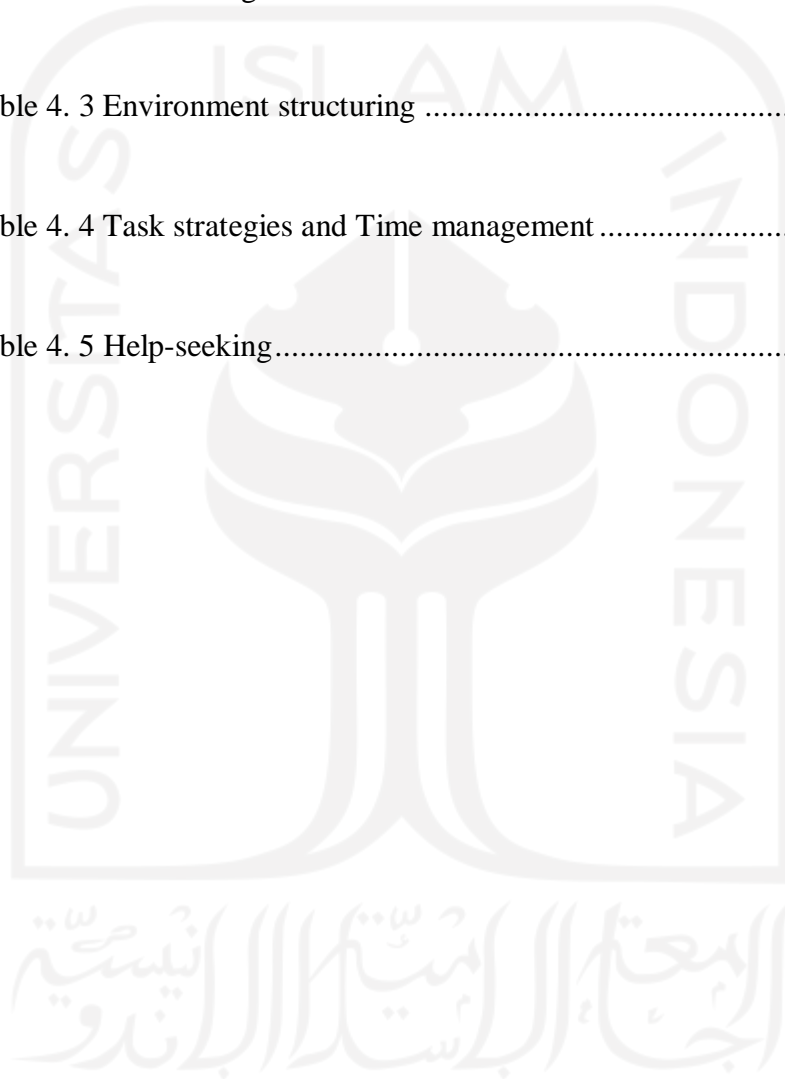
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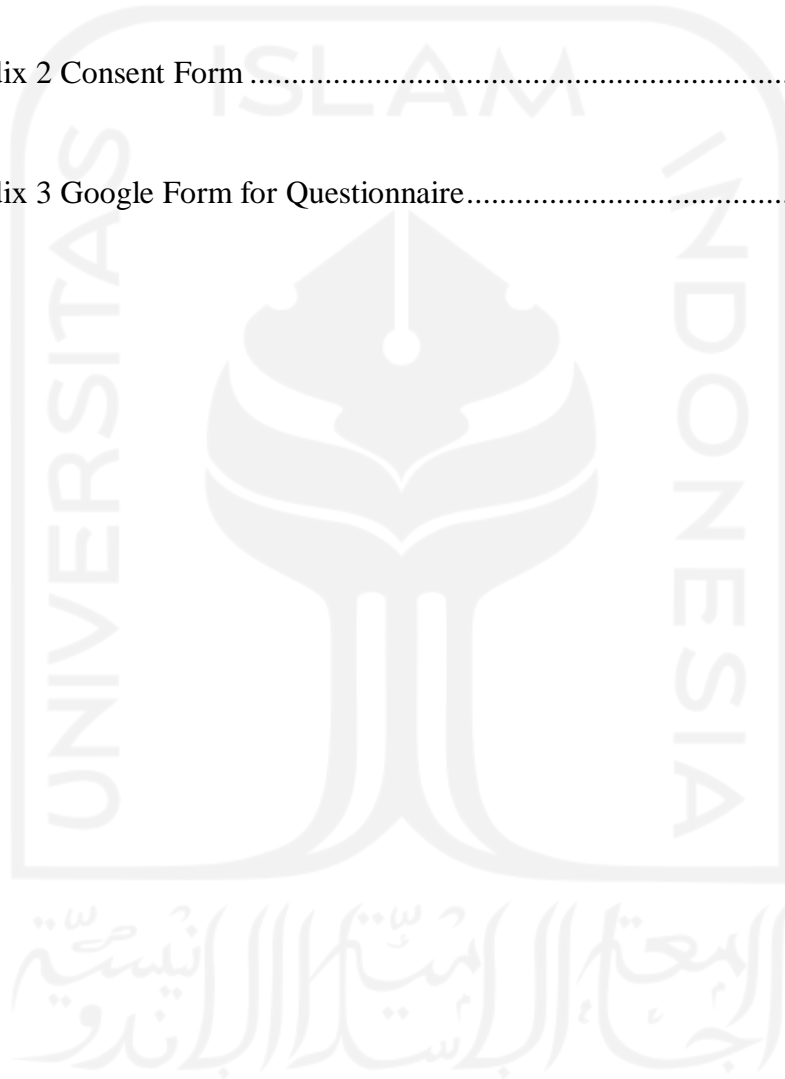
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ABSTRACT

This research aims to identify online self-regulated learning strategies of EFL undergraduate students during the COVID-19 pandemic. This research involved 81 EFL undergraduate students batch 2020 majoring in English Language Education in a private university in Indonesia. The Online Self-Regulated English Learning (OSEL) questionnaire adapted from Zheng et al (2016) was chosen as the instrument of this research. The questionnaire consists of 21 items. The findings reveal that the profile of online self-regulated learning strategies of the 5 domains are (1) goal setting (M= 3.800, SD= 0.890), (2) environment structuring (M= 4.015, SD= 1.033), (3) task strategies and time management (M= 3.365, SD= 1.062), (4) help-seeking (M= 3.827, SD= 1.081), and (5) self-evaluation (M= 3.784, SD= 0.968). The findings also show that EFL undergraduate students have high self-regulated learning strategies in the environment structuring domain, especially in arranging and determining the right place that supports learning English. Then have low self-regulated learning strategies in task strategies and time management domains, especially in preparing questions when learning English. For further research, the researcher recommends other researchers to do research to investigate the relationship between the length of time undergraduate students learn English and self-regulation abilities.

Keywords: *Online self-regulated learning, Survey study, Teaching English as Foreign Language (EFL).*

CHAPTER I

INTRODUCTION

This chapter provides the background of the study, identification of the problem, formulation of the problem, purpose of the study, and significance of the study.

1.1. Background of the study

The COVID-19 pandemic has changed the educational system in the world. Teaching practices have been shifted from offline learning to online learning. As an impact, teachers and students encounter some problems on the field. Previous research studies have shown that online learning has several problems. The first problem reported by (Adedoyin & Soykan, 2020) states that online learning depends on technology and a good internet connection, students who have a poor internet connection have difficulty attending classes and miss material. Bdair (2021) stated that online learning causes difficulties for students who live in rural areas because they have unstable internet networks and sometimes there is no signal. The second problem is distractions from home such as disturbing noises that make students not focus on learning, causing students to not be able to understand the material well (Adedoyin & Soykan, 2020). The last problem reported by (Barnard-Brak et al., 2010) states that the lack of interaction between

teachers and students, students and other students is also a challenge in the online teaching and learning process. Thus, students must be more autonomous and instill self-regulation so that student learning outcomes do not decrease.

To overcome the challenges, students should change their learning patterns to promote a learning system that is more independent to improve their learning, for example: they can work together with each other to solve problems in learning, watch videos to repeat lessons, and search for additional materials from online resources. It means, they cannot rely on their teachers as the main resources. Therefore, students need to improve their self-regulation to manage their own learning. Moreover, during this pandemic period, it is an opportunity for EFL undergraduate students to build self-regulation skills to train and create habits to become independent learners during online learning. Yot-Domínguez & Marcelo (2017) stated that independent students tend to choose and be responsible for their wishes without any pressure from other parties. This independence brings students to take responsibility for which activities are beneficial for academic achievement and choose appropriate strategies to support learning. The habits of independent students in learning are able to organize and direct themselves in order to get satisfactory results in their learning. The ability to self-regulate in learning is often referred to as self-regulation

learning (SRL). Zheng et al (2016) claimed that self-regulation has an important role in creating learning effectiveness by implementing independent learning. Developing self-regulation is one of the goals so that students try to develop independent learning abilities for academic success (Yot-Domínguez & Marcelo, 2017). Self-regulation ability is considered important in the learning process because students will learn how to manage time such as when, where, and how students learn online and they know their level of understanding of learning material and what to do to achieve optimal learning outcomes (Barnard et al., 2009).

Several studies have conducted research related to online self-regulated learning (Bail, 2008; Barnard-Brak, 2010; Kirmizi, 2014; Zheng et al, 2016; Shih et al, 2019; Schwam et al, 2020). However, there are several studies that are relatively small and still rarely found in the context of EFL Indonesia which explore how students deal with online learning in learning strategies. To fill the gap, this research was intended to identify EFL undergraduate students' online self-regulated learning strategies during COVID-19 pandemic.

1.2. Identification of the Problem

During the COVID-19 pandemic, some problems may appear related to self-regulated learning. Schwam et al (2020) found that some

students are not ready for online learning because they have not been able to apply self-regulation while studying so which interferes with the learning process. Based on research from, Davis et al (2019) many students experience problems such as: (1) misunderstanding or misinterpretation of students towards the material explained by the teacher (2) limited interaction between students and teachers during learning so many students feel confused about material but find it difficult to ask the teacher (3) The learning tends to be an online task (4) learning cannot take place interactively. Even though students should have a great responsibility for their learning because they must be more prepared and independent in determining the right strategy to support their learning success (Yot-Domínguez & Marcelo, 2017). Therefore, students should change their learning patterns and learn to be more independent so that students achieve the planned learning goals and can support learning success.

1.3. Formulation of the Problem

The research problem is formulated into the following question: what are EFL undergraduate students' online self-regulated learning strategies during COVID-19 pandemic?

1.4.Purpose of the study

The purpose of this study is to identify EFL undergraduate students' online self-regulated learning strategies during COVID-19 pandemic.

1.5.Significance of the study

This research is hoped to be useful conceptually and practically. Conceptually, this study intends to add new insights and knowledge for readers regarding online self-regulated learning strategies for EFL undergraduate students during COVID-19 pandemic. In practically, this research intends to raise EFL undergraduate students' awareness toward online self-regulated learning strategies so that they can help themselves to optimize their learning to be better and successful during the COVID-19 pandemic.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher describes all the theories related to and supporting this research. This chapter consists of three parts, namely a literature review, review on relevant studies, and theoretical framework of the research.

2.1. Self-Regulated Learning (SRL) in Online Learning Context

Self-regulated learning is the action or initiative of students to control themselves by making independent learning goals that make students active in learning metacognition, time management, motivation, and controlling student behavior (Zimmerman & Risemberg, 1997). Independent learning means students choose a method to apply their skills in self-regulation such as measuring their own abilities, evaluating themselves, setting learning goals, finding sources of information that support learning, and controlling thoughts, behavior, and others in themselves to achieve success in the learning process (Kirmizi, 2014). Self-regulation is very important as the goal of improving student learning outcomes both online and face-to-face (Barnard et al., 2009). Another opinion from (Cho et al., 2017) defines that self-regulated learning (SRL) is a process where students manage

their learning systems to motivate and as a reflection of students to achieve their learning goals. Thus, students need to improve their skills in metacognition, time management, and effort.

Some studies have shown that self-regulated learning can have a positive impact on student learning. Shih et al (2019) stated that online learning allows students to be actively involved by self-regulating and motivating themselves to have a willingness to achieve learning goals and get satisfying learning outcomes. Broadbent & Poon (2015) examined the effect of self-regulated learning (SRL) on academic achievement in higher education students. This study found that self-regulated concepts in the form of metacognition, time management, effort, and thoughts had a positive impact on improving student learning outcomes. Not only that, Barnard et al (2009) stated that self-regulation has a positive impact on students to practice their abilities and independence such as how to manage time such as when, where, and how students learn online. The self-regulated work system is a system description of how students manage their own learning during online learning by being responsible and disciplined learners. In this study, to measurement of SRL in online and mixed learning environments is conceptually and operationally divided into several indicators by Barnard et al (2009). These indicators include goal

setting, environment structuring, task strategies, time management, help-seeking, and self-evaluation

2.1.1. Goal Setting

Goal setting or goal orientation including one component of self-regulation refers to a set goal to take steps to achieve the desired results. Goal setting concerns the extent to which students are involved and participate in preparing for their activities such as doing assignments, studying, or other activities on the basis of their own desire to achieve their learning goals (Pintrich et al., 2015). VandeWalle et al (1999) stated that learning by setting goals or targets can provide high opportunities in improving student performance in learning. Therefore, in goal setting in self-regulation, students are able to control and regulate themselves to carry out activities based on the goals that have been set so that the process of learning activities is well controlled and achieves the desired results.

2.1.2. Environment Structuring

Environment structuring refers to setting the environment or an ideal place for learning in a calm condition and free from things that interfere with learning concentration (Pintrich et al., 2015). Environmental structuring is students trying to choose or find a place to learn and using media that support instructional such as computers

or laptops and other tools that support learning (Zimmerman, 1998). During the pandemic, students study online and do not study in the structured and controlled classroom context that is usually done in schools. With these conditions, students spend a lot of time studying at home, however, most of the students are still uncomfortable and lack concentration when studying because of many disturbances such as crowds, noise, or poor signal constraints. To overcome this problem, it is important to apply environmental structuring of self-regulation so that students manage their own learning environment, either at home or in other comfortable places and make them focus on learning and support their learning activities (Lynch & Dembo, 2004).

2.1.3. Task Strategies and Time Management

Independent learners not only set the place or learning environment but also set the task strategy and learning time. The process of task strategy in self-regulation is to analyze and choose the right method or strategy for successful learning (Zimmerman, 1998). An important component of self-regulation in online learning is the ability to manage effective study time (Pintrich et al., 2015). Time management is an action or process that involves planning and scheduling time to carry out an activity that develops effectiveness, efficiency, and productivity (Zimmerman, 1998). Not only setting a schedule for studying, but also managing the amount of time needed

during studying or completing tasks, including things that are important for fluency and success in learning. Students who use their time efficiently in studying allow them to superior and achieve better than students who cannot manage their study time (Lynch & Dembo, 2004). Independent learners who have time management skills know how to manage time and are aware of the deadlines needed to do or complete each activity because they are aware of the needs of the time they spend (Zimmerman & Risemberg, 1997).

2.1.4. Help seeking

Another component of self-regulation is help-seeking which is the ability to seek academic help or support from others for academic success (Lynch & Dembo, 2004). The help can come from friends or teachers or instructors, smart students when they have difficulties in learning know to look for someone who will help them in overcoming problems (Pintrich et al., 2015). (Zimmerman, 1998) stated that help-seeking in the self-regulation process is the process of choosing instructors, teachers, or people who have high knowledge, even choosing books for reference and helping them in learning. There are several studies that show that help-seeking facilitates the learning process so that it runs well. Karabenick & Knapp, (1991) proved that help-seeking is able to overcome and solve students' problems in learning because they get instructions and understanding from others.

Won et al (2021) assumed that help-seeking is a self-regulation process that allows students to be more active in their learning with external support. Lynch & Dembo, (2004) researched help-seeking in the process of self-regulation in online learning. In online learning, students can still ask for help from friends or teachers if they experience obstacles or there are things they don't know via WhatsApp, email, or other media. Even though they don't meet face-to-face, interaction can be done remotely by utilizing today's sophisticated technology thus there is no need to worry if there are obstacles in learning and this also trains students' self-regulation skills.

2.1.5. Self-evaluation

Self-evaluation is assessing or evaluating oneself on the effectiveness of an activity related to learning activities (Kirmizi, 2014). Self-evaluation relates to measuring their own performance on the quality of the activities they have done (Zimmerman, 1998). Students who evaluate the results of their work are referred to as independent learners because after carrying out an activity such as completing an assignment, they will re-check errors and things that must be corrected. Getting used to doing so can improve self-regulation skills because they independently identify and evaluate their mistakes and try to correct them (Kitsantas et al., 2004). Providing opportunities for students to see the results of their performance and

evaluate it has a positive impact on students so it will encourage students to be even more active in improving and improving their performance (Horner & Shwery, 2002).

2.2. Relevant Studies

This research uses Zheng et al (2016) as the main reference because the research has many similarities, for example: both studies use survey studies, employ Online Self-regulated English Learning (OSEL) questionnaire as the main instrument and conduct research on EFL undergraduate students setting. However, both studies have differences for example: Zheng et al (2016) research was conducted on students taking English courses at universities in northern China and investigated students' Conceptions of Learning English (COLE) and Online Self-Regulation English learning (OSEL). The result showed that parts of learning English such as understanding and memorizing in COLE predict that online self-regulation plays an important role in learning. Then this study emphasizes that the achievement of student success in learning is related to the application of self-regulation. Meanwhile, this research was conducted in the context of EFL undergraduate students at a private university in Indonesia that focuses on online self-regulated learning strategies. Therefore, this study only uses the Online Self-regulated English Learning (OSEL) questionnaire

adapted by Zheng et al (2016) to map students' self-regulation in online learning settings.

Another relevant study by Schwam et al (2020) conducted quantitative research to identify students' readiness toward online learning. There were 477 respondents from state universities in the southeastern United States. After analyzing Online Self-regulated Learning Questionnaire results, developed by Barnard et al (2009), the results showed that self-regulated learning supports student learning. However, many students are still uncomfortable with online learning platforms that hinder the learning process and are less prepared to face online learning due to a lack of ability to design self-regulated learning.

The third relevant study is Shih et al (2019) who studied the relationship between students's online self-regulated learning (SRL) and students' perceptions toward Flipped classrooms (FC). There were 576 undergraduates or graduates from 32 northern to southern Taiwan universities. This study used two questionnaires, which were the Online Self-regulated Learning Questionnaire (OSLQ) developed by Barnard et al (2009) and the Reverse Perception Questionnaire (PFCQ), adapted by Shih et al (2019). The findings show that students who have the ability to self-regulate in their learning will assume that there are many benefits that can be taken from online learning

activities and they tend to have experience and get good results in online learning.

The fourth research is based on Barnard-Brak et al (2010) examined the relationship between self-regulated, researchers investigated the self-regulation skills of students in online learning during the first semester. This study aims to determine the development of students' online self-regulated skills whether there are changes from time to time during online learning. There were 209 public university students in the southwestern United States and 101 students completed the pre-survey. This study uses a quantitative method using the Online Self-regulated Learning Questionnaire (OSLQ; Barnard et al., 2009) questionnaire used to measure self-regulated online learning which consists of 24 items with a five-point Likert type response format. The findings showed that students' self-regulated online skills did not change significantly in online learning over time. Researchers conclude that online learning needs to look at ways to develop self-regulated skills because these skills do not automatically coexist with students' online learning experiences.

2.3. Theoretical Framework

In general, this study discusses self-regulation in students during COVID-19. Then this study uses a questionnaire to identify online self-

regulated learning strategies in the context of EFL Indonesia. Goal setting, environment structuring, task strategy, time management, help seeking, and self-evaluation are the domains of online self-regulated learning conceptualized by Barnard et al (2009) adapted and modified by Zheng et al (2016) to become online self-regulated English learning (OSEL) will be used in this study.



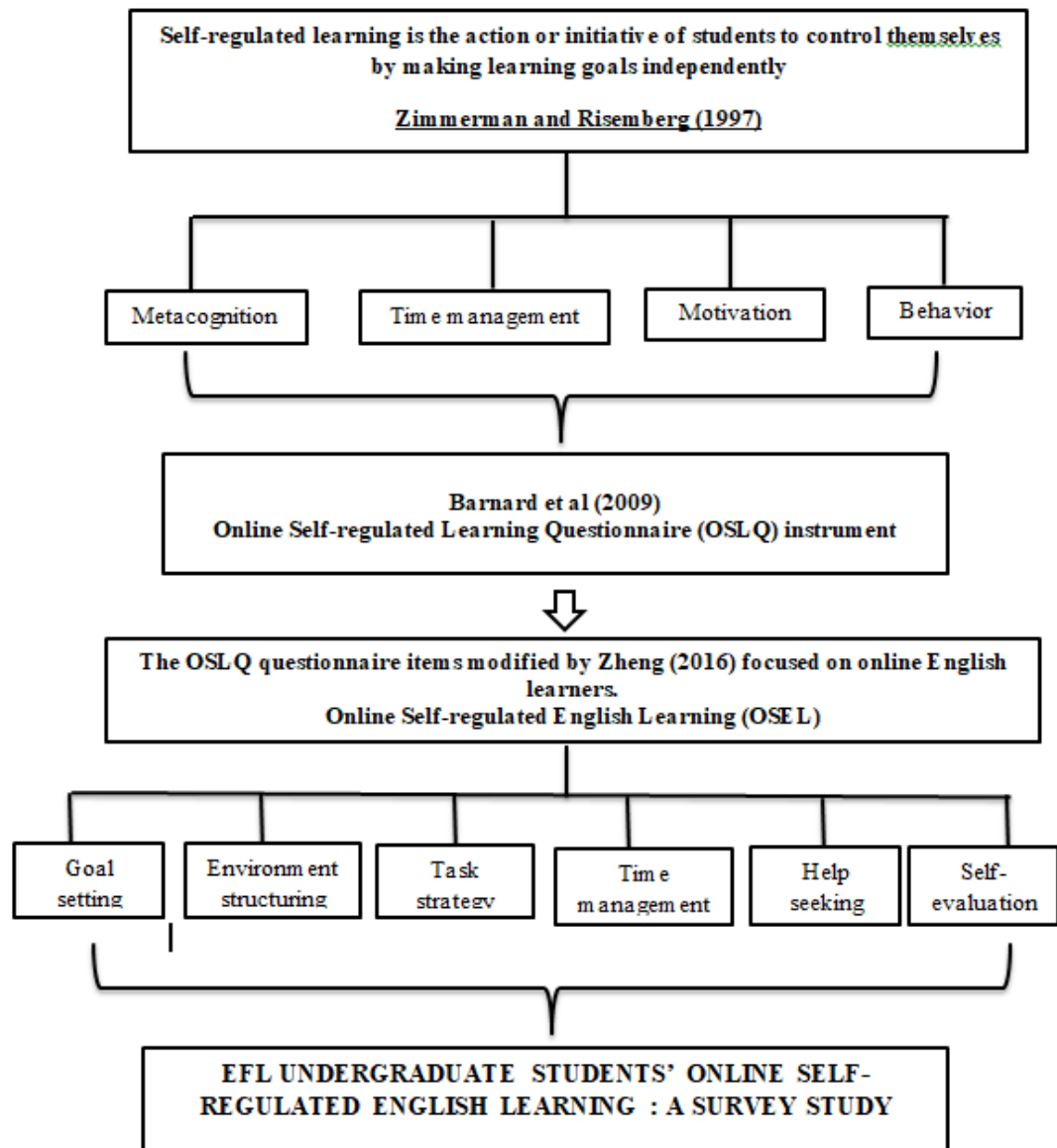


Figure 2 1- Theoretical Framework

CHAPTER III

RESEARCH DESIGN

This chapter explains the methodology of the study. It covers the research design, setting and participants of the research, research instrument, data collecting techniques, and data analysis techniques

3.1. Research design

The survey study was used in this study to identify EFL undergraduate students' online self-regulated learning strategies during COVID-19 pandemic. Survey study is a method of collecting data by conducting a survey of the population to obtain an overview of the attitudes, behavior, and characteristics of the population (Creswell, 2012). This research data was collected through a questionnaire and Online Self-regulated English Learning (OSEL) adapted from Zheng et al (2016) was used as an instrument in this study.

3.2. Setting and Participants of the Research

3.2.1. Setting

In addition to determining participants and others, it is also important to determine the setting of research. The setting of research is an activity where the researcher determines the planned place as the

main focus of a study (Leavy, 2017). In this study, the OSEL Zheng et al (2016) questionnaire was used as a research instrument where this questionnaire statement has been modified to focus more on the target of an online course that focuses on English skills. Participants' consent as part of research ethics was documented in their approval statement before completing the questionnaire. All participants were freshmen who enrolled in a course that focuses on English skills.

3.2.2. Population and Sample

The researcher got a consent form to access the study population, after that the researcher coordinated a lot with department staff and got permission to join the target population's WhatsApp group so that the researcher did not meet the target population face-to-face mediated by WhatsApp group interactions, after joining the WhatsApp group the number of population that was on the list of the department staff checked and found there were about 125 students on the list. However, there are only 101 active students and the rest have resigned and are on leave or are called non-active so the researcher decides that 101 students will become the population. Finally, 81 students were willing and had fulfilled the sampling quota and were informed in this study.

There were 101 EFL undergraduate students from batch 2020 of the English Language Education Department where the research was conducted. In terms of selecting samples, the researcher uses the Slovin formula as the main reference in calculating the sample in this study.

Slovin formula :

$$n = \frac{N}{1+Ne^2}$$

Information:

N = total population

n = minimum number of samples

e = margin of error (5% = 0.05)

Based on the Slovin formula, it can determine how many samples are needed with a population of 101 students from the 2020 class as follows:

$$n = \frac{101}{1+(101)(0,05^2)}$$

$$n = \frac{101}{1,2525}$$

$n = 80, 63$ or 81 students

Based on the calculation, the participants are 81 students, taken from 101 students from the English Language Education Department. Non-probability sampling technique will be used in the calculation of sampling in this study. Non-probability sampling technique is a sampling technique where each individual in the population does not have the same chance to be selected as a sample (Creswell, 2012). In this study, the researcher chose participants who volunteered and agreed to be used as samples that would represent the population by distributing questionnaires to individuals and then distributing them back to the group. And so on, until the number of samples is increasing or fulfilled.

3.3. Research Instrument

In this study, researchers surveyed EFL undergraduate students' online self-regulated learning in English online learning using a questionnaire. The Online Self-regulated English Learning (OSEL) questionnaire adapted by Zheng et al (2016) was chosen as the research instrument. Each of these items refers to the domain of online self-regulated learning in online learning: Goal setting (5 items), Environment structuring (4 items), Task strategies and time

management (5 items), Help seeking (3 items), and Self-evaluation (4 items).

Table 3. 1 Online Self-Regulated English Learning (OSEL)

Questionnaire

NO	Domain	Number of item	Item number
1	Goal Setting	5	1,2,3,4,5
2	Environment Structuring	4	6,7,8,9
3	Task strategies and time management	5	10,11,12,13,14
4	Help seeking	3	15,16,17
5	Self-evaluation	4	18,19,20,21

This study uses 21 OSEL items with a 5-point Likert-type scale, ranging from 1 (do not agree at all), 2 (do not agree), 3 (neither agree nor disagree), 4 (Agree), and 5 (strongly agree) which has been translated into Indonesian to make it easier for participants to understand the contents of each questionnaire item.

3.3.1. Validity and Reliability of the Instrument

3.3.1.1. Validity

Validity refers to the extent to which the evidence and supporting theory are accurately measured resulting from the use of the

instrument (Thatcher, 2010). Validity is a measuring tool to find out the consistency of results or measure what should be measured (Leavy, 2017). This is a way to test the instrument thus the research uses the OSEL instrument from Zheng et al (2016) to test it on several students in the target population. In a previous study, the OSEL questionnaire by Zheng et al (2016) has been tested valid. In this study, the OSEL questionnaire from Zheng et al (2016) was translated into Indonesian and consulted with the supervisor in terms of content validity.

3.3.1.2. Reliability

Reliability is one of the main things that are important in a research process because reliability is used to test the consistency of the instruments. Lincoln and Guba (1985) state that the purpose of reliability is not only to obtain the same results but also to know that the instrument is consistent and reliable in the data collection process. Reliability is the stability of the instrument used in a study that gives the same results when used at different times, but it is impossible for the results to be obtained to be the same because of differences in measuring instruments, populations and samples. Researchers who want to use the scale developed by previous studies and have been tested for reliability, only need to do an internal consistency test, namely the alpha reliability coefficient (Sürücü & Maslakçı, 2020). Previous research conducted by Zheng et al (2016) and also the main

reference for this study used an online self-regulated English learning (OSEL) questionnaire which had an alpha coefficient of around 0.76-0.86 for each factor (overall alpha = 0.90), so this questionnaire is categorized as a consistent reliability instrument. However, the researcher also retested the questionnaire adapted through SPSS to find out the consistency of the instrument from this study. The results show that this instrument has a Cronbach's alpha of 0.90.

Table 3. 2 Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0,900	21

3.4. Data Collecting Techniques

The questionnaire was created using a Google form to facilitate the distribution of the questionnaire. Due to conditions that did not allow distributing questionnaires directly to participants and online learning was still being implemented, so the questionnaires were distributed to participants online via WhatsApp groups and personal chat to participants in the form of a link <https://bit.ly/ONLINESELFREGULATEDENGLISHLEARNINGQUESTIONNAIRE>

The researcher introduced herself and provided information and brief instructions regarding the questionnaire. After that, participants can access the Google Form link and fill out the questionnaire by filling in personal data first such as name, number, email, study program, and telephone number, and then participants can fill out the contents of the questionnaire honestly with the actual conditions. After that, Participants must provide the most appropriate response to the statement by choosing a 5-point Likert-type scale from 1 to 5 ranging from strongly disagree to strongly agree as described by Zheng et al (2016). Automatically all data from the results of filling out the questionnaire will be collected in the Google Form. Furthermore, the researchers conducted a data selection process for participants who filled out the questionnaire more than once. After that, the researchers processed the data using SPSS and analyzed the data.

3.5.Data Analysis Techniques

The steps used by researchers in analyzing the data in this study:

- Reviewing and studying literature to understand the instrument
- Adopting Zheng et al (2016) online self-regulated English learning as an instrument in this study by translating English OSEL questions into Indonesian.

- Checking the validity of the contents and constructs of the instruments by discussing them with the supervisor.
- Testing the instrument to check the validity and reliability of the instrument using SPSS.
- Data collecting by distributing questionnaires by sharing Google Form links via WhatsApp groups and personal chats.
- The collected data is then moving to a Google spreadsheet for selection if there are multiple answers.
- Processing data using Google Spreadsheet and SPSS. Descriptive statistics are used to determine the mean and standard deviation of the variables. After that, the results are presented in the graph.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter contains the findings obtained from a questionnaire to identify self-regulated learning strategies of EFL undergraduate students during the COVID-19 pandemic in the 2021/2022 academic year at private universities in Indonesia. This chapter also contains figures and table to provide a more detailed explanation.

4.1. Research Findings

4.1.1. Demographic Survey

		Total	Percentage
Gender	Male	27	33%
	Female	54	67%
Total Respondents		81	100%

Table 4. 1 Participants' Gender

The total participants who participated and had completed the questionnaire completely were 81 students: 54 or 67% female and 27 or 33% male EFL students.

4.1.2. The Overall Survey Result

After explaining the participant's profiles, descriptive statistics were carried out to see participant's responses regarding online self-regulated of EFL undergraduate students during the COVID-19 pandemic presented as follows:

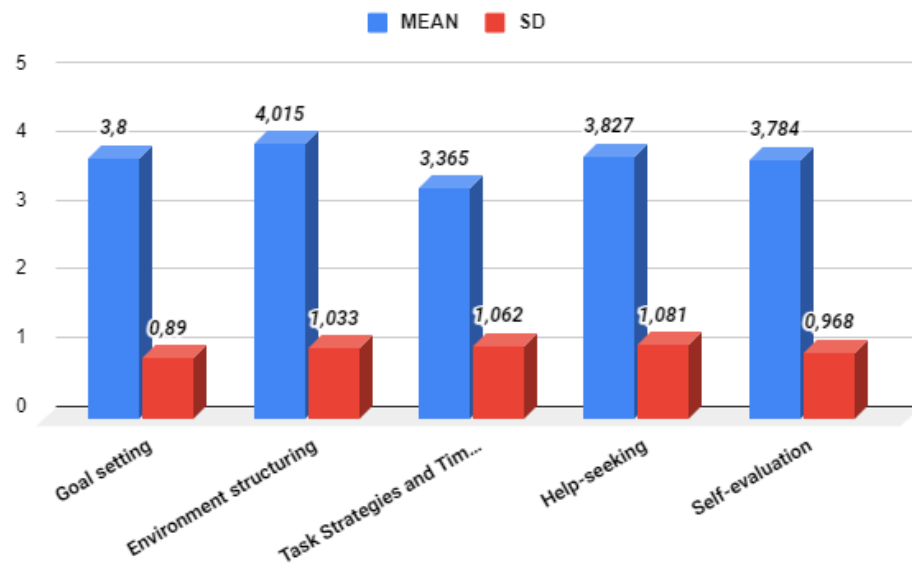


Figure 4. 1 Result of Each Item Domain Self-Regulation

Based on the results of the overall data indicate that the majority of participants choose environment structuring as a strategy that supports online English learning ($M= 4.015$, $SD= 1.033$). Meanwhile, the domain of task strategies and time management was the least strategy applied by students in online English learning ($M= 3.365$, $SD= 1.062$).

a. Goal setting

Item Number	Statement	N	Mean Score	Standard Deviation
2	I set standards for my assignments when learning English online.	81	4.111	0.790
3	I keep a high standard for my learning in my online English course.	81	3.963	0.797
4	I set goals to help me manage study time for my online English learning.	81	3.95	0.864
1	I set short-term (daily or weekly) goals as well as long-term (monthly or for the semester) goals when learning the English course online.	81	3.753	0.859
5	I don't compromise the quality of my work in the English	81	3.222	1.14

Table 4. 2 Goal setting

There are 5 items regarding the domain goal setting in items 1 to 5. Based on the graph above, the most widely used strategy by students was found in item Q2 (M= 4.111, SD= 0.79) with the statement “*I set standards for my assignments when learning English online*”. Then the least strategy used by students was found in item Q5 (M= 3.222, SD= 1.14) with the statement “*I don't compromise the quality of my work in*

the English". The mean score for items in the goal setting domain (M= 3.800, SD= 0.890).

b. Environment structuring

Item Number	Statement	N	Mean Score	Standard Deviation
6	I choose a good location for learning English online to avoid too much distraction.	81	4.308	0.903
7	I find a comfortable place for learning English online.	81	4.012	1.078
9	I choose a time with few distractions when studying English online.	81	4.00	0.948
8	I know where I can learn English online most efficiently.	81	3.74	1.201

Table 4. 3 Environment structuring

Item 6 to 9 is domain environment structuring. Item Q6 is the most widely applied strategy by students in learning English online (M= 4.308, SD= 0.903) with the statement "*I choose a good location for learning English online to avoid too much distraction*". Then the strategy that is least used by students in this domain is found in item

Q8 (M= 3.74, SD= 1.201) with the statement “*I know where I can learn English online most efficiently*”. The mean score for items in the environment structuring domain (M= 4.015, SD= 1.033).

c. Task Strategies and Time Management

Item Number	Statement	N	Mean Score	Standar Deviation
13	I allocate extra study time for learning English online because I know it is time-consuming.	81	3.518	0.95
14	I try to schedule the same time every day or every week to learn English online, and I observe the schedule.	81	3.506	1.001
12	I do extra online exercises in addition to the assigned ones to master the course content.	81	3.444	1.095
10	I read aloud the English instructional materials posted online to fight against distractions.	81	3.185	1.184
11	I prepare my questions before learning instructional materials online.	81	3.172	1.081

Table 4. 4 Task strategies and Time management

Students chose Q13 in the domain of task strategy and time management as the strategy most used by students in learning English

online (M= 3.518, SD= 0.950) with the statement “*I allocate extra study time for learning English online because I know it is time-consuming*”. Then the students slightly chose a strategy on the Q11 item (M= 3.172, SD= 1.081) with the statement “*I prepare my questions before learning instructional materials online*”. The mean score for items in the task strategies and time management domain (M= 3.365, SD= 1.062).

d. Help-seeking

Item Number	Statement	N	Mean Score	Standar Deviation
16	I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.	81	4.061	0.991
15	I find someone who is knowledgeable in online English language learning so that I can consult with him or her when I need help.	81	3.728	1.084
17	If needed, I try to meet my classmates face-to-face and discuss problems when learning English online.	81	3.691	1.168

Table 4. 5 Help-seeking

The help-seeking domain graph above shows that many students choose Q16 as a strategy that can help them in learning English online (M= 4.061, SD= 0.991 with the statement *I share my problems with my classmates online so we know what we are struggling with and how to solve our problems*). Then the students slightly chose a strategy on item Q17 (M= 3.691, SD= 1.168) with the statement *“If needed, I try to meet my classmates face-to-face and discuss problems when learning English online”*. The mean score for items in the help seeking domain is: (M= 3.827, SD= 1.081)

e. Self-evaluation

Item Number	Statement	N	Mean Score	Standar Deviation
21	I communicate with my classmates to find out what I am learning that is different from what they are learning.	81	3.987	0.955
20	I communicate with my classmates to find out how I am doing with my online English learning.	81	3.74	1.104
19	I ask myself a lot of questions about the course material when studying for an online course.	81	3.716	0.925
18	I summarize my online English learning to	81	3.691	0.889

examine my understanding of what I have
learned.

In the self-evaluation domain, students chose Q21 as the most widely applied strategy in online English learning (M = 3.987, SD = 0.955) with the statement “*I communicate with my classmates to find out what I am learning that is different from what they are learning*”. Then the students chose a little strategy on the Q18 item (M= 3.691, SD= 0.889) with the statement “ *I summarize my online English learning to examine my understanding of what I have learned*”. The mean score for items in the self-evaluation domain (M= 3.784, SD= 0.968).

4.2. Discussion

The current study attempted to identify EFL undergraduate students' online self-regulated learning strategies, especially freshmen who are taking courses that focus on English skills during the COVID-19 pandemic. The identified English online self-regulation includes 5 domains that have the same domain structure as revealed by previous research (e.g., Barnard et al., 2009; Zheng et al., 2016; Kirmizi, 2014) namely goal setting, environment structuring, task strategy, time management, help seeking, and self-evaluation. Then this study has a satisfactory or consistent Cronbach's alpha reliability value and has the same tested valid instruments as previous studies.

Based on the results of descriptive statistics, the majority of students chose the environmental structuring domain ($M= 4.015$, $SD= 1.033$) as the most widely used strategy by students in online English learning. The findings in this study revealed that the environmental structuring domain, especially regarding the determination of the right place and away from distractions ($M= 4.308$, $SD= 0.903$) in item 6 is a strategy that is mostly used by EFL students when learning English online with concentration without any distractions. This shows that freshmen have high self-regulation abilities in organizing and determining the right place that supports English language learning thus that it runs well. Similar to previous research by Zheng et al

(2016) revealed that the environmental structuring domain is the most widely applied strategy, respondents are able to determine and choose the right place to avoid disturbing things when learning English online. With the development of the times, the results of this research will be different from previous research and there will be developments and changes from previous research. Kirmizi, (2014) had different findings, the researcher found that self-regulation in the goal setting domain was relatively higher. Therefore, it can be said that students' self-regulation ability in Kirmizi's (2014) research in goal setting is important for strategy them to achieve satisfactory learning outcomes when learning online.

Furthermore, the findings in this study have similarities with previous studies (e.g., Zheng et al., 2016; Kirmizi, 2014) that the task strategies and time management domain in self-regulation is the least strategy used by students in learning English online ($M= 3.365$, $SD= 1.062$). Figure 4.7 shows that students can still manage their time well, try to make schedules, practice spelling questions, and reread materials independently when learning English online. However, there are still many students who do not prepare questions when online learning ($M= 3.1728$, $SD= 1.08155$) in item 11. This shows that the self-regulation ability of students in preparing for learning is still lacking, most students do not study the material before class begins. As a result,

students rarely prepare questions or even don't want to ask when there is material that is still poorly understood and they seem to understand the material presented by the teacher. This causes the class to be passive and many students do not understand the material that is not good in the next learning process. Similar to previous research by Kirmizi, (2014) revealed that students' self-regulatory abilities in time management were quite good because students could divide their time with other activities so that it would not interfere with learning time. However, the self-regulation ability of students in task strategies is still not proven, most of the students stated that they did not think about the content of the course or class, therefore most students did not prepare questions before the learning activity took place. Students must know something first, namely by studying the material before class, to be able to know what we don't know so that students can prepare questions and ask them in class. However, based on the data that has been obtained, there are still many students who do not care about this.

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CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter contains a conclusion and recommendations for further research.

5.1. Conclusion

The purpose of this study was to identify EFL undergraduate students' online self-regulated learning strategies during the COVID-19 pandemic. 81 EFL undergraduate students batch 2020 from the Department of English Education have completely filled out and completed the questionnaire. The findings of this study reveal that EFL undergraduate students have a high ability to self-regulated learning strategies in the domain environment structuring. Then EFL undergraduate students have low ability for self-regulated learning strategies in the task strategies and time management domain.

5.2. Recommendation

This study focuses on profiling online self-regulation in learning English during the pandemic involving EFL undergraduate students in Indonesia. For further research, the researcher recommends other researchers do research to investigate the relationship between the length of time undergraduate students learn English and self-regulation

abilities. This study also still has limitations in terms of the target population which only covers one batch of freshmen in a private university. Future research may involve larger numbers of participants for more insight into online self-regulated learning strategies.



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APPENDICES

Appendix 1 OSEL (Online self-regulated English Learning) by Zheng (2016)

Part 1. Demographic Information (Data Pribadi Responden)

1. Nama Lengkap :
2. Nim :
3. Email :
4. Prodi :
5. Nomor Handphone :

Part 2. Petunjuk Pengisian Kusioner

Hal-hal yang tercakup dalam bagian kusioner ini akan dinilai dengan skala Likert 5 poin yang didistribusikan sebagai berikut :

Scale	Description
5	Strongly Agree Sangat Setuju
4	Agree Setuju
3	Neither Agree nor Disagree Netral
2	Disagree Tidak setuju
1	Strongly Disagree Sangat Tidak Setuju

Berilah tanda centang (✓) pada salah satu dari skala dibawah ini yang mewakili penilaian anda.

No	Statement	1	2	3	4	5
1	Saya menetapkan tujuan jangka pendek (harian atau mingguan) serta tujuan jangka panjang (bulanan atau semester) saat mempelajari kursus bahasa Inggris online.					
2	Saya menetapkan standar untuk tugas saya ketika belajar bahasa Inggris online.					
3	Saya menjaga standar yang tinggi untuk pembelajaran saya dalam kursus bahasa Inggris online saya.					
4	Saya menetapkan tujuan untuk membantu saya mengatur waktu belajar untuk pembelajaran bahasa Inggris online saya.					
5	Saya tidak mengkompromikan kualitas pekerjaan saya dalam bahasa Inggris					
6	Saya memilih lokasi yang baik untuk belajar bahasa Inggris online untuk menghindari terlalu					

	banyak gangguan.					
7	Saya menemukan tempat yang nyaman untuk belajar bahasa Inggris online.					
8	Saya tahu di mana saya bisa belajar bahasa Inggris online paling efisien.					
9	Saya memilih waktu dengan sedikit gangguan ketika belajar bahasa Inggris online.					
10	Saya membaca dengan lantang materi instruksional bahasa Inggris yang diposting online untuk melawan gangguan.					
11	Saya mempersiapkan pertanyaan saya sebelum mempelajari bahan ajar secara online.					
12	Saya melakukan latihan online tambahan selain yang ditugaskan untuk menguasai konten kursus.					
13	Saya mengalokasikan waktu belajar ekstra untuk belajar bahasa Inggris online karena saya tahu itu memakan waktu.					
14	Saya mencoba menjadwalkan waktu yang sama setiap hari atau setiap minggu untuk belajar bahasa					

	Inggris online, dan saya mengamati jadwalnya.					
15	Saya menemukan seseorang yang berpengetahuan luas dalam pembelajaran bahasa Inggris online sehingga saya dapat berkonsultasi dengannya ketika saya membutuhkan bantuan.					
16	Saya berbagi masalah saya dengan teman sekelas saya secara online sehingga kami tahu apa yang kami perjuangkan dan bagaimana menyelesaikan masalah kami.					
17	Jika diperlukan, saya mencoba bertemu langsung dengan teman sekelas saya dan mendiskusikan masalah saat belajar bahasa Inggris online.					
18	Saya merangkum pembelajaran bahasa Inggris online saya untuk menguji pemahaman saya tentang apa yang telah saya pelajari.					
19	Saya bertanya pada diri sendiri banyak pertanyaan tentang materi kursus ketika belajar untuk kursus online.					
20	Saya berkomunikasi dengan teman sekelas saya untuk mengetahui bagaimana saya belajar bahasa					

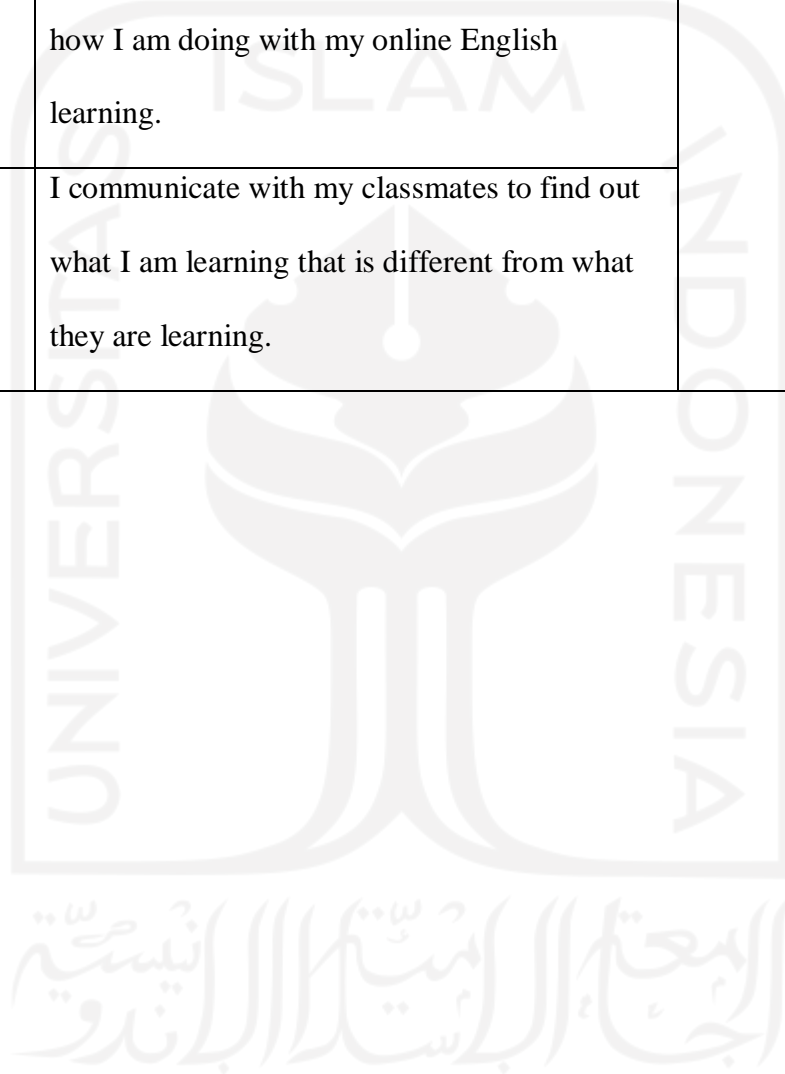
	Inggris online.					
21	Saya berkomunikasi dengan teman sekelas saya untuk mengetahui apa yang saya pelajari yang berbeda dari apa yang mereka pelajari.					



Item	Statement	Domains
1	I set short-term (daily or weekly) goals as well as long-term (monthly or for the semester) goals when learning the English course online.	Goal setting
2	I set standards for my assignments when learning English online.	
3	I keep a high standard for my learning in my online English course.	
4	I set goals to help me manage study time for my online English learning.	
5	I don't compromise the quality of my work in the English	
6	I choose a good location for learning English online to avoid too much distraction.	Environment structuring
7	I find a comfortable place for learning English online.	
8	I know where I can learn English online most efficiently.	
9	I choose a time with few distractions when studying English online.	

10	I read aloud the English instructional materials posted online to fight against distractions.	Task strategies and time management
11	I prepare my questions before learning instructional materials online.	
12	I do extra online exercises in addition to the assigned ones to master the course content.	
13	I allocate extra study time for learning English online because I know it is time-consuming.	
14	I try to schedule the same time every day or every week to learn English online, and I observe the schedule.	
15	I find someone who is knowledgeable in online English language learning so that I can consult with him or her when I need help.	Help seeking
16	I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.	
17	If needed, I try to meet my classmates face-to-face and discuss problems when learning English online.	
18	I summarize my online English learning to examine my understanding of what I have	
		Self-evaluation

	learned.	
19	I ask myself a lot of questions about the course material when studying for an online course.	
20	I communicate with my classmates to find out how I am doing with my online English learning.	
21	I communicate with my classmates to find out what I am learning that is different from what they are learning.	



Appendix 2 Consent Form



FAKULTAS
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ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wijosandjaja
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Nomor : 3212/Dek/70/DURT/X/2021
Hal : Jawaban Izin Pengambilan Data Skripsi

Kepada :
Yth. Ibu Astri Hapsari, S.S., M.TESOL
Dosen Pembimbing Skripsi FPSB
Universitas Islam Indonesia
Yogyakarta

Assalamu'alaikum Warahmatullahi Wabarakatuh

Puji syukur kehadiran Allah SWT yang senantiasa melimpahkan rahmat dan hidayah-Nya kepada kita semua. Shalawat dan salam senantiasa kita curahkan kepada junjungan kita nabi Muhammad SAW beserta sahabat dan keluarganya hingga akhir zaman.

Menjawab surat Saudara nomor 3142/Dek/70/DURT/X/2021 tanggal 10 Oktober 2021 tentang Izin Pengambilan Data Skripsi, dengan ini Pimpinan Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia memberikan izin kepada mahasiswa sebagaimana berikut, untuk melakukan penelitian di Fakultas Psikologi dan Ilmu Sosial Budaya UII.

Nama : Genti Putri Dwi Redjeki
Nomor Induk Mahasiswa : 18322046
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Psikologi dan Ilmu Sosial Budaya
Judul Penelitian : EFL UNDERGRADUATE STUDENTS' ONLINE SELF-REGULATED ENGLISH LEARNING : A SURVEY STUDY.

Demikian pemberitahuan kami sampaikan, atas perhatiannya disampaikan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



Yogyakarta, 6 Rabiul Awal 1443H
13 Oktober 2021 M

Dekan

Dr. Fuad Nashori, S.Psi., M.Si., M.Ag., Psikolog

Tembusan:
Genti Putri Dwi Redjeki

Appendix 3 Google Form for Questionnaire

EFL UNDERGRADUATE STUDENTS' ONLINE SELF-REGULATED LEARNING DURING COVID-19 PANDEMIC

Assalamu'alaikum warahmatullahi wabarakatuh.

Nama saya Genti Putri Dwi Redjeki dari Jurusan/Prodi Pendidikan Bahasa Inggris, Universitas Islam Indonesia, angkatan 2018. Saat ini saya sedang melakukan penelitian yang berjudul EFL UNDERGRADUATE STUDENTS' ONLINE SELF-REGULATED LEARNING DURING COVID-19 PANDEMIC. Metode penelitian saya adalah penelitian kuantitatif dalam bentuk survei sehingga saya melakukan pengambilan data melalui penyebaran kuesioner. Partisipan penelitian saya adalah mahasiswa/i Prodi Pendidikan Bahasa Inggris angkatan 2020.

Dalam rangka mengumpulkan data, dengan kerendahan hati saya meminta kesediaan dari saudara/i meluangkan waktu sejenak untuk mengisi kuesioner ini dengan sejujur-jujurnya dengan kondisi anda yang sebenarnya. Kerahasiaan jawaban dan informasi apapun pada isian kuesioner ini dijaga dan hanya akan digunakan untuk kepentingan penelitiannya saja. Informasi yang diberikan Insya Allah sangat berharga dan bermanfaat bagi pengembangan ilmu pengetahuan, khususnya dalam bidang pendidikan.

Sebagai ucapan terima kasih, saya akan memberikan reward sebesar Rp.50.000 berupa gopay/shoopepay/pulsa untuk 2 responden yang beruntung. Apabila ada kendala atau pertanyaan mengenai penelitian ini, anda bisa menghubungi saya melalui email 18322046@students.uii.ac.id. atas partisipasi saudara/i saya ucapkan banyak terima kasih. semoga Allah SWT memberikan balasan yang setimpal untuk kebaikan saudara/i dalam mengisi kuesioner ini.



Wassalamu'alaikum warahmatullahi wabarakatuh.

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