SELF-REGULATED LEARNING STRATEGIES ON ONLINE LEARNING: A SURVEY STUDY

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UNIVERSITAS ISLAM INDONESIA FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA YOGYAKARTA

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, doesn't 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, April 2022

The Writer,

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MOTTO

"O you who have believed, seek help through patience and prayer. Indeed, Allah is with the patient".

(Q.S. Al- Baqarah: 153)

DEDICATION

1. In the name of Allah, I dedicate my thesis to:
2. My dearest father and mother Mr. Sugiharto A.Md. and Mrs. Siti Umiatun.
3. My beloved sister (Alya Angelina), and my beloved nephew (Fellisca Syarefa Putri)
4. My beloved thesis supervisor, Miss Astri Hapsari, S.S M.TESOL.
5. The whole lecturers at the English Language Education Department and staff.
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Wassalamualaikum warahmatullahi wabarakatuh

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SELF-REGULATED LEARNING STRATEGIES ON ONLINE LEARNING: A SURVEY STUDY

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ABSTRACT

This survey study aims to identify undergraduate students' self-regulated learning on online learning in a thesis proposal writing coursework during COVID-19 pandemic. 97 students enrolling in Thesis Proposal Writing coursework agreed to participate in this survey. This study is a survey study using a questionnaire adopted from Barnard-Brak et al., (2010) Online Self-Regulated Learning Questionnaire (OSLQ). The questionnaire consists of 24 items. The findings reveal that the profile of undergraduate students enrolling in thesis proposal writing coursework's online self-regulated learning strategies from highest to lowest are: environment structuring *(M=4.21, SD=.913),* help seeking *(M=3.85, SD=.959),* self-evaluation *(M=3.78, SD=.888),* goal setting *(M=3.65, SD=.914),* time management *(M=3.60, SD=.931),* and task strategies *(M=3.43, SD=.981).* Environment structuring got the highest average score which indicates that undergraduate students of English Education have the ability to choose and arrange places during online learning to avoid too many distractions so that the learning they are doing can run optimally. However, the ability of self-regulated learning strategies in the task strategy domain got the lowest average score. It shows that the ability in task strategies possessed by undergraduate students majoring in English education is still lacking. For further research, the researcher recommends further investigation on the relationship between undergraduate thesis writing process and the ability of their self-regulated online learning strategies. Future research should also examine the cognitive factors of undergraduate students, which may be related to students' self-regulated online learning strategies.

Keywords: Higher Education, Online Learning Strategies, Self-Regulated Learning

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Online learning during the COVID-19 pandemic creates new learning problems for students in higher education. According to Nugroho et al., (2020) there are new problems experienced by college students during the COVID-19 pandemic including insufficient internet quota, difficult signaling, difficulty understanding material, and incomplete material. Furthermore, a new problem felt by students is the process of writing a thesis during online learning during the COVID-19 pandemic. Thesis writing is a cognitive thinking process carried out by students as a determinant for obtaining a bachelor's degree at a university (Mahfudhoh, 2019). According to Mahfudhoh (2019), thesis writing is also defined as a type of writing that is metacognitive and requires a high level of responsibility in problem solving and decision making, and students are required to have a high level of skill and toughness in the writing process. Therefore, students need to practice self-regulated learning strategies to survive in emergency teaching and students also need to apply self-regulated learning strategies in writing their thesis. Research that discusses self-regulated learning strategies in thesis writing is very important, because according to Hallberg and Olsson et al., (2017) it explains that self-regulated research in thesis writing needs to be done because there are many students who take thesis writing courses but do not finish it at the appointed time.

Self-Regulated Learning (SRL) is a process when students create and implement learning strategies according to their interests which refer to goal setting, regulating and controlling their cognition and behavioral motivation (Barnard-Brak et al., 2010). A strategy like this requires goal setting, time management, a task completion strategy, and an adequate

environment (Kirmizi, 2014). Research that examines Self-Regulated Learning (SRL) has existed since the mid-1980s to understand how students control their own learning process. One of the researchers who had researched SRL is Zimmerman (1998), who stated that SRL is not a mental ability or any other academic ability.

According to Barnard-Brak et al., (2010), self-regulated learning is based on the assumption that individuals can act as causal agents in their own lives. Self-regulated learning self-centered or it can also be referred to in other words as agents acting on their environment. An agent is an individual's expertise in acting and making choices by making a difference in his life (Martin, 2004). However, from these broad perspectives, we can see the setting in learning from a variety of theoretical frameworks that support a self-determinist perspective. According to Barnard-Brak et al., (2010) from a social cognitive perspective, the development of self-regulated learning skills and strategies is a function of the two-way interaction of personal, behavioral, and environmental factors, which take the form of reciprocal causes. The processed of two-way interaction by which self-regulated learning skills and strategies are a function of personal, behavioral, and environmental factors that adapt or modify and change as they interact with one another (Barnard-Brak et al., 2010). If students choose and use self-regulated strategies, the abilities and skills they can acquire are that they can plan and select appropriate cognitive and metacognitive strategies.

Several researchers have conducted research on self-regulated learning strategies in online learning. Barnard-Brak et al., (2010) conducted a study on self-regulated learning in an online learning environment. The results of Barnard-Brak et al., (2010) research shows that there are five different profiles of self-regulated learning that are replicated in the two study samples: super self-regulators, competent self-regulators, self-supporting thinking regulators, performance / reflection self-regulators, and non- or minimal-regulators self. Another study on self-regulated learning was also conducted by Seker (2015) which examined the use of

self-regulated learning by foreign language learners and its role in language attainment. The results of this study reveal that SRL is the most important factor in a prediction of language attainment and may need to take special consideration of SRL and its role in language attainment. Another researcher who conducted research on self-regulated learning was Chien (2016) who examined the self-regulated learning of Taiwanese EFL scholars with and without technology. Chien (2016) concluded the following two main findings. The first, participants instructional strategies for self-regulated learning following the 3Ps, presentation, practice, and production. Second, participants perceive learning strategies without technology to be more effective, compared to those applied with online resources and applications. Another researcher Lidiawati and Helsa (2021) examined how online self-regulated learning strategies impact student engagement. The results of this study show that self-regulated learning has a significant role in student engagement. Students who have SRL tend to be actively involved in the learning process such as having initiative, being optimistic, monitoring learning outcomes, evaluating and continuing to struggle in the face of difficulties in doing assignments and can result in successful achievement of learning goals.

Based on previous research, there is a lack of research on undergraduate students' self-regulated learning in the Indonesian context, particularly for those take thesis proposal writing coursework. Therefore, to fill this gap, this research would like to discuss specifically about undergraduate students' self-regulated online learning strategies in thesis proposal writing coursework.

1.2 Identification of the Problem

Online learning during the COVID-19 pandemic creates new problems for university students. Therefore, they need to set up a self-regulated learning strategy to survive emergency learning. According to Barnard-Brak et al., (2010) individuals who are self-

regulated in their learning appear to achieve more positive academic results than individuals who are not self-regulated in their learning. However, some students majoring in English education complained about the problems that often occur, namely (1) Many students have difficulty in online learning, so they need extra time in their learning activities by using self-regulated learning strategies, (2) Lack of self-study motivation, (3) During self-regulated learning students often have difficulty in learning the learning material, but the material can be easier to understand when studied with the teacher or friends. For senior undergraduate students starting to write their undergraduate thesis, self-regulated online learning strategies are very important to have. In order to fill the context gap of lack of research in online self-regulated learning strategies in Indonesia and in thesis proposal writing coursework, this study wants to discuss specifically about undergraduate students enrolling in thesis proposal writing coursework's online self-regulated learning strategies.

1.3. Formulation of the Problem

How are undergraduate students enrolling in thesis proposal writing coursework's self-regulated learning strategies on online learning?

1.4. Purpose of the Study

The purpose of this study is to identify undergraduate students enrolling in thesis proposal writing coursework's self-regulated learning strategies on online learning during COVID-19 pandemic.

1.5. Significance of the Study

The results of this study contribute to theoretical, empirical and practical discussions in self-regulated online learning strategies. In a conceptual discussion, this study can enrich research toward self-regulated learning in higher education context. Meanwhile, on more

empirical ground, this study provides insight for readers on the profile of undergraduate students enrolling in thesis proposal writing coursework's self-regulated strategies on online learning during COVID-19 pandemic. For practitioners, they can imply the most appropriate pedagogy to facilitate undergraduate students' self-regulated online learning strategies.

CHAPTER II

LITERATURE REVIEW

2.1. Self-Regulated Learning Strategies on Online Learning in Higher Education Context

Self-regulated learning is an active process in which students make the necessary decisions and implement appropriate strategies during the learning process (Seker, 2015). Furthermore, according to Kirmizi (2014) Self-regulated learning is defined as the process where learners take the initiative, with or without the guidance of others, in identifying their own needs, formulating goals, exploring resources, focusing on appropriate learning strategies, and evaluating learning outcomes. In addition to it, Seker (2015) also adds that learners need to be aware of the learning process and its results in order to initiate and self-regulate learning behavior. Self-regulated learning can lead them to take the right decision and gain learning experience. Hromalik and Koszalka (2018) adds that behavioral self-regulated learning means adjusting one's conduct during learning, including managing one's time, monitoring one's social environment, and controlling one's physical environment. Zimmerman (1998) argues that categorizes self-regulated learning into three phases. The first phase is forethought which refers to skill and strategic processes that precede and set the stage for performance in learning. The second phase is the performance control which consists of skill and strategic processes that occur during the learning process. The last phase is the self-reflection phase which includes individual reaction and response toward their self-regulated efforts in the learning process by evaluating the outcomes of their performance.

According to Zimmerman (1998) in his theory regarding the development of self-regulated learning skills and strategies which includes three phases, namely the first phase of

forethought, the second phase of performance control, and the third phase of self-reflection. In the first phase, Zimmerman (1998) explained that forethought is a planning phase carried out by students consisting of self-regulated learning strategies and skills that usually occur before students carry out the learning process. For example, it includes setting goals that must be specific based on learning goals that are determined by one self (Zimmerman, 1998). Furthermore, in the performance control phase, according to Zimmerman (1998) the performance control phase is the phase of determining the strategy that used during the learning process. For example, such as time management, search for help and task strategies (Zimmerman, 1998). Meanwhile, in the last phase, namely the self-reflection phase, according to Zimmerman (1998) the reflection phase is a comparison phase between the learning outcomes that have been carried out by students and student learning goals. In this phase students can carry out self-evaluation strategies, if in this self-evaluation phase students feel their goals have not been achieved, students must carry out the analysis process in the performance control phase (Zimmerman, 1998). Kirmizi (2014) highlights the importance of self-regulated learning in improving learning outcomes in online and face-to-face formats, he further elaborated that students who are more able to regulate their learning perform better than those students who are less able to regulate their learning.

2.2 Domains of Self-Regulated Learning in Online Learning strategies

According to Barnard-Brak et al., (2010) self-regulated online learning involves assessing performance in an academic and social context which is useful for achieving individual desires in their learning on two related performances: 1) skills and 2) strategies of self-regulated. Skills are the human ability to use ideas and creativity in doing, making, or changing something so as to produce value from the results that are done. Skills in self-regulated learning are a process where students organize themselves such as assessing

themselves, directing themselves, controlling and adjusting to gain knowledge (Kirmizi, 2014). When students used self-regulated learning strategies, they acquire skills and abilities to plan, select appropriate cognitive and metacognitive strategies, and evaluate learning outcomes (Seker, 2015). Students set better learning goals, implement more effective learning strategies, better monitor and assess their progress, build a more productive environment for learning, seek help more frequently when needed, exert effort and survive better, and set goals more effective when needed (Seker, 2015).

2.3. Review on Relevant Studies

There are several previous studies that are relevant to this research. First research is research from Barnard, Lan & Paton (2010) that aims to determine students' profile for skills and strategies self-regulated learning. The participants of the study were undergraduate students from large public universities in the Southwestern United States. After collecting data by using Online Self-Regulated Learning Questionnaire (OSLQ), the results show that participants tend to demonstrate high level of self-regulated learning in aspects five different profiles of self-regulated learning that are replicated in the two study samples: super self-regulators, competent self-regulators, self-supporting thinking regulators, performance / reflection self-regulators, and non- or minimal-regulators self.

The second research is based on Seker (2015) who conducted a study that aimed to highlight the importance of self-regulated learning (SRL) in language teaching by exploring its impact on language attainment. The participants were 222 undergraduate foreign language students at a public university in Turkey. This study uses quantitative methods to collect data with self-regulated language learning questionnaire consisting of 30 items with a five-point Likert scale, which was adapted from the research models and instruments used in previous studies to investigate SRL and language learning strategies, and university English

achievement tests. The results show that there are 5 factors of SRL that influence language attainment: external factors, internal factors, cognitive factors, meta-cognitive factors, and evaluation factors.

The third research based on Chien (2016) conducted a study that aimed to explore 42 self-regulated learning of English students as a foreign language (EFL) with and without technology at a university in northwest Taiwan. Participants in this study consisted of 42 people, including 34 girls and 8 boys, students of a language teacher education program at a university in northwest Taiwan. The majority of the participants are juniors in the Department of English Language Teaching with eight in the Department of Education and Learning Technology. This study uses a case study method as an investigative technique. Data collection carried out in this study includes the final project of the participants, self-regulated learning videos, and questionnaires. Data collection lasted for one semester. The research questionnaire was designed and modified based on different questionnaires designed by scholars (namely Çelik, Arkın, and Sabriler 2012; Gagen-Lanning 2015; Kondo et al. 2012; Lai 2013; Lee et al. 2014; Maftoon and Tasnimi 2014; Tsuda and Nakata 2013). Based on the analysis of participants' final project data, self-regulated learning videos, and questionnaires, the results were discussed in terms of learning strategies, learning strategy sources, source regulations, effectiveness, and commitment to goals, affective and attitudinal domains, and social relationships. Chien (2016) research results conclude the following two main findings. First, participants instructional strategies for self-regulated learning following the 3Ps, presentation, practice, and production. Second, participants perceive learning strategies without technology to be more effective, compared to those applied with online resources and applications.

2.4. Theoretical Framework

In general, this study contains the topic of self-regulated online learning strategies. Meanwhile, this study used a questionnaire to find out whether profiles for self-regulated learning skills and strategies exist among students. Factors that influence self-regulated learning strategies according to Barnard-Brak, Lan, & Paton, (2010) are: skills, and strategies of self-regulated. The instrument was adopted by Barnard-Brak et al., (2010) Online Self-Regulated Learning Questionnaire (OSLQ).

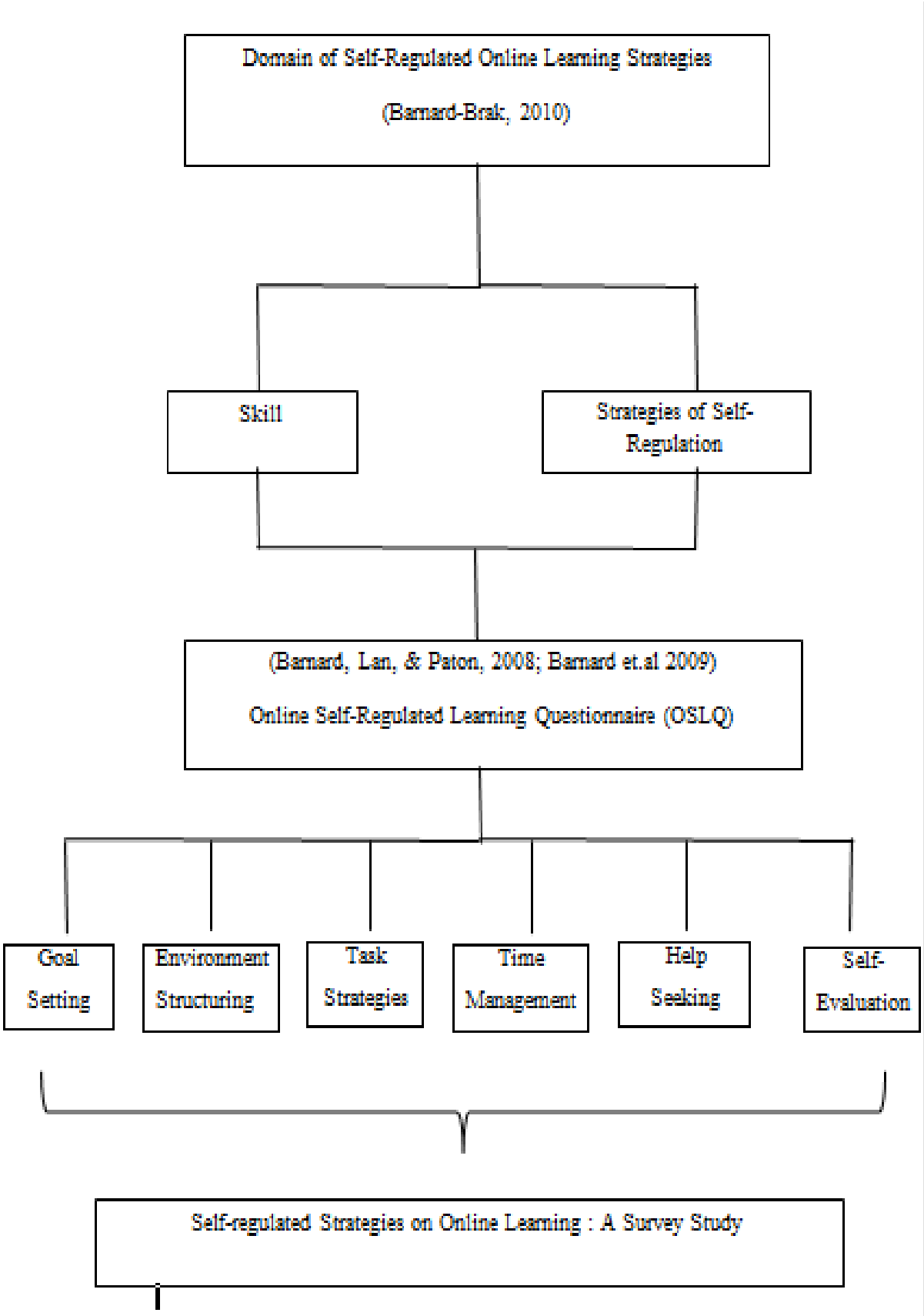

Figure1. Theoretical Framework

CHAPTER III

RESEARCH DESIGN

3.1. Research Design

This study was designed to examine self-regulated learning strategies in online learning for students majoring in English education. This study uses a quantitative research design by conducting a survey using Online Self-Regulated Learning Questionnaire (OSLQ) as an instrument adopted from (Barnard-Brak et al., 2010). The reason researchers choose the instrument is because this instrument has been tested valid by previous research conducted by (Barnard-Bark et al., 2010).

3.2. Setting of Participants

This study was composed of senior undergraduate students at one of the universities located in Yogyakarta, majoring in English language Education working on a thesis proposal writing when the research was conducted. Due to the online learning policy to fit safety protocols of COVID-19, the students experienced online platforms-mediated learning during their supervision in writing undergraduate thesis. The reason the researcher chose these participants was because the researcher is interested in capturing self-regulated learning strategies carried out by students, especially in carrying out thesis proposal writing in an English education study program.

3.3. Population and Sample

The population in this study was 128 students at the Department of English Language Education in a private university in Indonesia. In this study, purposive sampling was used because it wanted to map for certain subjects. Purposive sampling is the selection of sampling

according to a specific purpose and has certain characteristics in a population (Singh and Masuku 2014). The purposive sampling technique can be done by distributing to students who are taking thesis proposal writing courses. All recruited participants agree to be the participants in the statement of approval in the online questionnaire instrument delivered in Google Form. The minimum number of participants recruited was determined by used the Slovin formula : $n = \frac{N}{1+Ne^2}$

n = Number of sample

N = Population

e = Error rate (5% = 0.05)

Researchers used an error rate of 5% in determining the number of selected samples. From the calculation of the data above the population used in this study was 128 students, so the result as follows:

$$n = \frac{128}{1+(128)(0{,}05^2)}$$

$$n = \frac{128}{1{,}32}$$

n = 96, 969 or 97 students

Based on the results of the data above, the sample used in this study was 97 students from 128 students of the 2018 English Education Study Program at the Islamic University of Indonesia. 97 students agreed to participate in the online survey whose link was shared Via WhatsApp. Around 34% of students identified themselves as male (n=33), and 66% of students identified themselves as female (n=64). With age values ranging from 18 to 24 years, the average age of participants was 21 years. The average level of English proficiency possessed by participants is at the intermediate level.

3.4. Data Collecting Technique

This subchapter explains data collecting techniques which are instrument, validity and reliability.

3.4.1. Research Instrument

In this study, researchers conducted a survey to college students using a questionnaire as an instrument in data collection. This study was designed to examine self-regulated learning in online learning by using a questionnaire as an instrument adopted from (Barnard-Brak et al., 2010) Online Self-Regulated Learning Questionnaire (OSLQ) which was adapted from (Barnard, Lan, & Paton 2008, Barnard et al., 2009). This study uses 24 OSLQ items with a 5-point Likert-type scale, which has a value ranging from strongly agree to strongly disagree which has been translated into Indonesian and the translation results have been validated by expertise.

Items referring to the domain of self-regulated online learning strategies: Goal setting (5 items), Environment structuring (4 items), Task strategies (4 items), Time management (3 items), Help seeking (4 items), and Self-evaluation (4 items) as presented in table 1.

Table1. Barnard-Brak et al., (2010) Domains and Items of OSLQ:

Domains	Number of Items	Items Number
Goal Setting	5	1,2,3,4,5
Environment Structuring	4	6,7,8,9
Task Strategies	4	10,11,12,13
Time Management	3	14,15,16
Help Seeking	4	17,18,19,20
Self-Evaluation	4	21,22,23,24

3.4.1.1. Questionnaire

Questionnaires were given to participants who are taking Thesis Proposal Writing coursework's. Due to the current state of the COVID-19 pandemic, it is not possible to distribute questionnaires directly to participants, so the distribution of this questionnaire is done online via WhatsApp media or Google Forms link. Participants must give the most appropriate response to the statement by choosing a 5-point Likert-type scale from 1-5 as described by (Barnard-bark et al., 2010). This questionnaire uses translations to make it easier to answer each question. This instrument is distributed via Google forms link https://forms.gle/cJbbD7NPXDy55TWe9

Each of these items refers to the domain of Self-Regulated Strategies on Online Learning: Goal setting (5 items), Environment structuring (4 items), Task strategies (4 items), Time management (3 items), Help seeking (4 items), and Self-evaluation (4 items). The description of the Likert-type scale on OSLQ Barnard-bark (2010) is presented in Table 2.

Table2. Barnard-Brak et al., (2010) Description of Likert scale on OSLQ

Description	Scale
Strongly Agree	5
Agree	4
Neither Agree nor Disagree	3
Disagree	2
Strongly Disagree	1

In this study, the data collected on 97 participants from students Thesis Proposal Writing course. All participants have completed a 24 item Likert survey to examine students' evaluation of the online course.

3.4.2. Validity and Reliability of the Instrument

3.4.2.1. Validity

Validity is defined as the extent to which a concept is tested accurately in Thatcher's (2010) quantitative study. Haela and Twycross (2015) argue that validity has three categories,

namely content validity, criterion validity, and construct validity. This instrument has been tested valid by previous research conducted by (Barnard-Bark et al., 2010). The instrument was translated into Bahasa Indonesian before distribution. For validity, the researcher asked the supervisor's approval to check the translation of the questionnaire for content validity.

3.4.2.2. Reliability

Creswell (2014) argues that reliability is a score from an instrument that is stable and consistent. Reliability is also closely related to the consistency of a measure. In this study using the original instrument from Barnard-Bark et al., (2010) resulted in the reliability value for Cronbach Alpha resulting in high consistency between items on this instrument, which was 0.93.

Table3. Statistical Reliability Data Results

Cronbach's Alpha	**N of Items**
0,927	24

3.5. Data Analysis Techniques

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

- Reviewed the literature to understand the construct and content of the instrument.
- Adopted a questionnaire Barnard-Bark et al., (2010) Online Self-Regulated Learning Questionnaire (OSLQ) as an instrument in this study using the 5-likert type scale.
- Translated the contents of the instrument into Indonesian.
- Checked the contents of the instrument that has been translated.

- Disseminated questionnaires and collected data to English Education students batch 2018 via WhatsApp groups.
- Conducted validity and reliability tests using SPSS.
- Performed data analysis using Microsoft Excel and presented in diagram and tables.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the results of a questionnaire to identify student satisfaction in online learning using a self-regulated strategy in the thesis proposal writing course.

4.1 Research Findings

This questionnaire contains participants' self-regulated learning strategies and involves participants' personal information data. The result of the data is presented below:

		Total	Percentage
Gender	Male	33	34%
	Female	64	66%
Total Respondent		97	100%

Table4. Participants Gender

		Total
Age	18 years old	1
	19 years old	-
	20 years old	4
	21 years old	40
	22 years old	39
	23 years old	12
	24 years old	1
Total Respondent		97

Table5. Participants Age

Participants in this study were 97 students consisting of 33 male participants and 64 female participants. This study had participants aged around 18-24 years. 1 participant is 18 years old, 4 participants are 20 years old, 40 participants are 21 years old, 39 participants are 22 years old, 12 participants are 23 years old, and 1 participant is 24 years old. The participants for this study were mainly from intermediate levels.

The next step after describing the participant profile is the statistical descriptive stage which is used to describe the results of the Online Self-Regulated Learning Questionnaire (OSLQ). The mean and standard deviation are calculated based on the results of the participants' responses which already presented in figure 2.

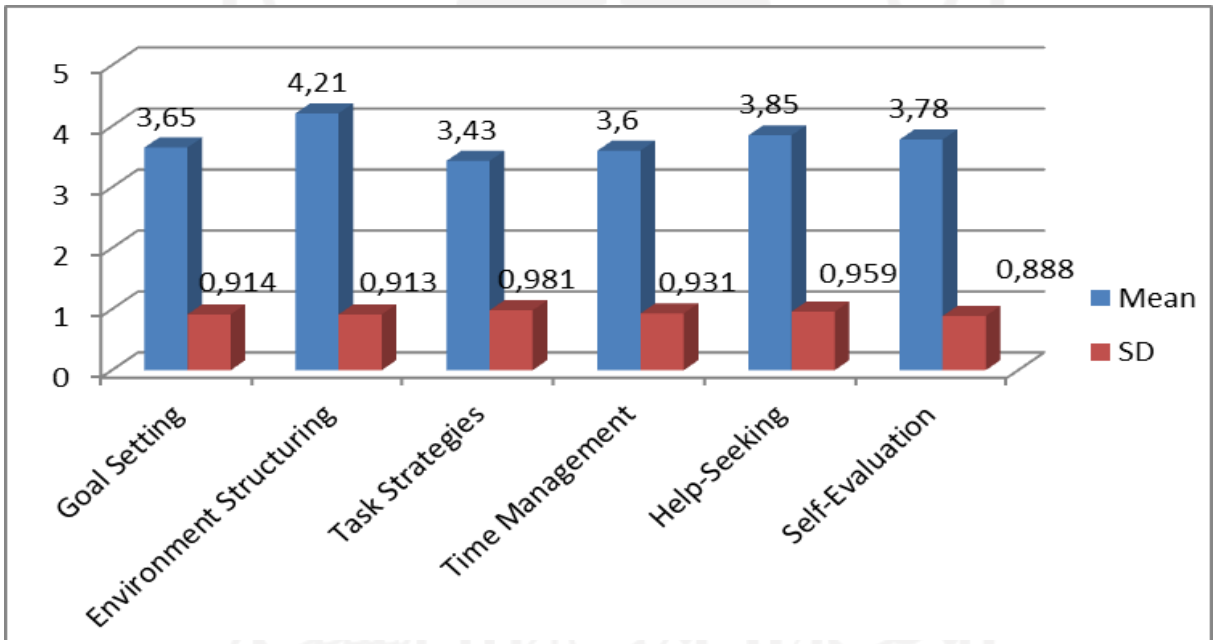

Figure2. Self-Regulated Strategies on Online Learning

As explained from the chart above, the 24 items named as Q consist of 6 strategies: goal setting, environment structuring, task strategies, time management, help seeking, and self-evaluation. The results of the data above, the highest mean is in Q6 with the results *M=4.37 and SD=.870* of which statement is "I choose the location where I study to avoid too much distraction". Then the lowest average value is in Q12 with the results *M=3.25 and*

SD=1.101 of which statement is "I prepare my questions before joining in the chat room and discussion". Overall, the findings reveal that the profile of undergraduate students enrolling in thesis proposal writing coursework's online self-regulated learning strategies are: goal setting *(M=3.65, SD=.914)*, environment structuring *(M=4.21, SD=.913)*, task strategies *(M=3.43, SD=.981)*, time management *(M=3.60, SD=.931)*, help seeking *(M=3.85, SD=.959)*, and self-evaluation *(M=3.78, SD=.888)*.

In the first domains related to "Goal Setting" there are 5 items. Student preferences for goal setting are shown in table 6 below:

Statements	N	Mean	Std. Deviation
I set standards for my assignments in online courses.	97	3.74	.923
I set short-term (daily or weekly) goals as well as long-term goals (monthly or for the semester).	97	3.55	.943
I keep a high standard for my learning in my online courses.	97	3.81	.845
I set goals to help me manage studying time for my online courses.	97	3.83	.861
I don't compromise the quality of my work because it is online.	97	3.32	1

Table6. Strategies of Goal Setting

Based on data from the Goal Setting domain survey results, it shows that the highest average value is in Q4 with *M=3.83 and SD=.861* of which statements are *"I set goals to help me manage studying time for my online courses"*. Then the lowest average result is in Q5 with *M=3.32 and SD=1.068* of which the statement is *"I don't compromise the quality of my work because it is online"*. The mean score and standard deviation for all items in for goal setting goal setting *(M=3.6, SD=.914).* Most of the participants agreed and disagreed to set their goals to help manage studying time for their online course.

In the second domain related to "Environment Structuring", there are 4 items. Student preferences for Environment Structuring are shown in the table 7 below:

Statements	N	Mean	Std. Deviation
I choose the location where I study to avoid too much distraction	97	4.37	.870
I find a comfortable place to study.	97	4.24	1
I know where I can study most efficiently for online courses.	97	4.19	.860
I choose a time with few distractions for studying for my online courses.	97	4.07	.923

Table7. Strategies of Environment Structuring

Based on data from the Environment Structuring domain survey results, it shows that the highest average value is in Q6 with *M=4.37 and SD=.870* of which statements are *"I choose the location where I study to avoid too much distraction"*. Then the lowest average result is in Q9 with *M=4.07 and SD=.923* of which statements is *"I choose a time with few distractions for studying for my online courses"*. The mean score and standard deviation for all items in for environment structuring *(M=4.21, SD=.913)*. Most of the participants agreed to set their environment structuring to help manage studying time for their online course.

On the third domain related to “Task Strategies” there are 4 items. Student preferences for Task Strategies are shown in the table 8 below:

Statements	N	Mean	Std. Deviation
I try to take more thorough notes for my online courses because notes are even more important for learning online than in a regular classroom.	97	3.70	.975
I read aloud instructional materials posted online to fight against distractions.	97	3.41	1
I prepare my questions before joining in the chat room and discussion.	97	3.25	1
I work extra problems in my online courses in addition to the assigned ones to master the course content.	97	3.39	.949

Table8. Strategies of Task Strategies

Based on data from the Task Strategies domain survey results, it shows that the highest average value is in Q10 with *M=3.70 and SD=.975* of which statements are *"I try to take more thorough notes for my online courses because notes are even more important for learning online than in a regular classroom"*. Then the lowest average result is in Q12 with *M=3.25 and SD=1.101* of which statements is *"I prepare my questions before joining in the chat room and discussion"*. The mean score and standard deviation for all items in for task strategies *(M=3.43, SD=.981)*. Most of the participants agreed and disagreed to set their task strategies to help manage studying time for their online course.

On the fourth domain related to “Time Management” there are 3 items. Student preferences for Time Management are shown in the table 9 below:

Statements	N	Mean	Std. Deviation
I allocate extra studying time for my online courses because I know it is time-demanding.	97	3.62	.811
I try to schedule the same time every day or every week to study for my online courses, and I observe the schedule.	97	3.64	.911
Although we don't have to attend daily classes, I still try to distribute my studying time evenly across days.	97	3.54	1

Table9. Strategies of Time Management

Based on data from the Time Management domain survey results, it shows that the highest average value is in Q15 with *M=3.64 and SD=.911* of which statements are *"I try to schedule the same time every day or every week to study for my online courses, and I observe the schedule"*. Then the lowest average result is in Q16 with *M=3.54 and SD=1.072* of which statements is *"Although we don't have to attend daily classes, I still try to distribute my studying time evenly across days"*. The mean score and standard deviation for all items in for time management *(M=3.60, SD=.931)*. Most of the participants agreed and disagreed to set their time management to help manage studying time for their online course.

On the fifth domain related to "Help Seeking" there are 4 items. Student preferences for Help Seeking are shown in the table 10 below:

Statements	N	Mean	Std. Deviation
I find someone who is knowledgeable in course content so that I can consult with him or her when I need help.	97	3.96	.969
I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.	97	3.91	.991
If needed, I try to meet my classmates face-to-face.	97	4.08	.970
I am persistent in getting help from the instructor through email.	97	3.46	.975

Table10. Strategies of Help Seeking

Based on data from the Help Seeking domain survey results, it shows that the highest average value is in Q19 with *M=4.08 and SD=.970* of which statements are *"If needed, I try to meet my classmates face-to-face"*. Then the lowest average result is in Q20 with *M=3.46 and SD=.975* of which statements are *"I am persistent in getting help from the instructor through email"*. The mean score and standard deviation for all items in for help seeking *(M=3.85, SD=.959)*. Most of the participants agreed to set their help seeking to help manage studying time for their online course.

On the six domains related to “Self-Evaluation” there are 4 items. Student preferences for Self-evaluation are shown in the table 11 below:

Statements	N	Mean	Std. Deviation
I summarize my learning in online courses to examine my understanding of what I have learned.	97	3.73	.870
I ask myself a lot of questions about the course material when studying for an online course.	97	3.78	.878
I communicate with my classmates to find out how I am doing in my online classes.	97	3.69	.902
I communicate with my classmates to find out what I am learning that is different from what they are learning.	97	3.92	.902

Table11. Strategies of Self-Evaluation

Based on data from the Self-evaluation domain survey results, it shows that the highest average value is in Q24 with *M=3.92 and SD=.902* of which statements are *"I communicate with my classmates to find out what I am learning that is different from what they are learning"*. Then the lowest average result is in Q23 with *M=3.69 and SD=.902* of which statements are *"I communicate with my classmates to find out how I am doing in my online classes"*. The mean score and standard deviation for all items in for self-evaluation *(M=3.78, SD=.888)*. Most of the participants agreed to set their self-evaluation to help manage studying time for their online course.

4.2 Discussion

The current study aims to identify undergraduate students who register in the preparation of a thesis proposal for a self-regulated learning coursework's strategy in online learning during the COVID-19 pandemic. The identified self-regulated learning strategies include 6 domains as revealed by previous researchers, namely, goal setting, environment structuring, time management, task strategies, help seeking, and self-evaluation. Furthermore, this finding also has a valid instrument and has been tested by previous researchers.

Instruments that have been tested for validity in this study can help researchers identify self-regulated learning strategies during online learning. In the data analysis that has been carried out, based on the survey results as a whole, the highest average value is in the Environment Structuring domain. This shows that students have a high self-regulated learning strategy in determining a supportive place during online learning to prepare their thesis proposals. While the lowest average results in the task strategies domain. This shows that during online learning students are still lacking in the initiative to ask or prepare questions about the learning materials carried out, this is because it is possible that some of the students prefer face-to-face learning to online learning.

Furthermore, based on the results of a survey regarding the domain of self-evaluation and time management, this study obtained different mean results. In the self-evaluation domain, the mean results were higher than the goal setting and time management domains. This shows that English language education students who take thesis proposal writing courses have a fairly high self-regulated learning strategy in self-evaluation during online learning. Meanwhile, regarding the time management domain, the choice results were low, which showed that English language education students had self-regulated learning strategies which were still lacking in managing time management during learning. The possibility of this happened because in the previous domain related to goal setting students were also still lacking in managing their study time.

Based on the results of this study, it was found that the domain of environment structuring was mainly about choosing a learning environment to avoid distractions. In the environment structuring domain, we get a high mean result on item 6 which is the strategy most students choose to uses in online learning. This shows that students have a high self-regulated learning strategy in determining a supportive place during online learning to prepare their thesis proposals. Furthermore, another finding in this study regarding the task

strategies domain in self-regulated learning is the least used strategy by students during online learning. In the task strategies domain, the mean result is low on item 12. This shows that there are still many students who do not have self-regulated learning abilities in preparing questions before joining the class during online learning.

Related to previous research conducted by Barnard-Brak et al., (2010), both of them examined how individuals carry out self-regulated learning strategies during online learning. However, what distinguishes it from previous research is that this study focuses more on self-regulated learning strategies for the preparation of thesis proposals carried out by undergraduate students majoring in English education, while in Barnard-Brak et al., (2010) research it focuses more on the profile of self-regulated learning skills for students enrolled in online degree programs at large public universities located in the Southwestern United States.

Furthermore, a more recent study conducted by Kirmizi (2014) found that the results of strategies in the goal setting domain were quite high compared to other domains. Based on these findings, it shows that the students who participated in the research conducted by Kirmizi (2014) were quite capable of setting strategies to set goals in online learning. While in this study it was found that the strategy in the environment structuring domain got very high results compared to other domains, this showed the results that students who participated in this study were quite capable of determining a supportive place during online learning, which was emphasized on figure 5 which explains that students choose their own learning environment to avoid distractions. Furthermore, the goal setting strategy in this study did not get enough results from the survey results that had been carried out, possibly because the students had not set their goals for managing learning time so that they focused more on other activities than online activities.

Regarding the most recent research conducted by Mahfudhoh (2019) which examined students' self-regulated learning process in thesis writing at the English language education department, the findings of this study conducted by Mahfudhoh (2019) stated that most of the students involved in this study chose goal setting to set goals, them before starting to write the thesis. Furthermore, the research conducted by Mahfudhoh (2019) had other findings, and this result was the most chosen choice by students who participated in this study. The findings state that students from research Mahfudhoh (2019) choose help seeking in completing their thesis, according to them this can help them in completing their thesis and help correct if there are errors in their thesis, and from the opinions of others they can find out the shortcomings and the advantages of the thesis from the reader's point of view. Meanwhile, in the current research, help seeking is the second most common choice after environment structuring, most of the students involved in this study prefer environment structuring in managing self-regulated learning strategies during online learning to avoid distractions.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter discusses the summary of the research and suggestions for further research based on the research findings that have been discussed in the previous chapter.

5.1 Conclusion

The purpose of this study was to identify students' self-regulated learning strategies during online learning in the English education department in the Thesis Proposal Writing course. A total of 97 participants were involved in the study and had completed the survey. Based on survey data, the highest average value is in the Environment Structuring domain with *(M=4.21, SD=.913),* for the average value in the Help-Seeking domain with *(M=3.85, SD=.959),* the average value of the Self-Evaluation domain with *(M=3.78, SD=.888),* then for the average value in the Goal Setting domain with *(M=3.65, SD=.914),* and the average value in the Time Management domain with *(M=3.60, SD=.931),* while the lowest average value was in the Task Strategy domain with results *(M=3.43, SD=.981).*

In conclusion, based on this study which refers to the results of data analysis from the overall survey results, the highest average score is in the domain environment structuring which explains that students have the ability to choose and arrange places during online learning to avoid too many distractions so that their learning can run optimally. However, the ability of self-regulated learning strategies in the task strategy domain got the lowest average score. Based on these results, it shows that the ability in task strategies possessed by undergraduate students majoring in English education is still lacking. Some students in online learning as shown in the survey results explain that students do not prepare questions before

joining discussion forums or classes. Most likely, students prefer learning that is done offline rather than online learning, so that students' readiness in carrying out learning is still lacking.

5.2 Recommendations

This study focuses on self-regulated learning strategies in online learning involving undergraduate students who register in the preparation of thesis proposals. For further research, the researcher recommends other researchers to conduct research related to the relationship between undergraduate thesis writing process and the ability of their self-regulated learning strategies. Future research should also examine the cognitive factors of undergraduate students, which may be related to students' self-study strategies.

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APPENDICES

Appendix1. Self-Regulated Learning Strategies on Online Learning: Survey Item Mean

No	Items	N	Mean
1	I set standards for my assignments in online courses.	97	3.74
2	I set short-term (daily or weekly) goals as well as long-term goals (monthly or for the semester).	97	3.55
3	I keep a high standard for my learning in my online courses.	97	3.81
4	I set goals to help me manage studying time for my online courses.	97	3.83
5	I don't compromise the quality of my work because it is online.	97	3.32
6	I choose the location where I study to avoid too much distraction	97	4.37
7	I find a comfortable place to study.	97	4.24
8	I know where I can study most efficiently for online courses.	97	4.19
9	I choose a time with few distractions for studying for my online courses.	97	4.07
10	I try to take more thorough notes for my online courses because notes are even more important for learning online than in a regular classroom.	97	3.70
11	I read aloud instructional materials posted online to fight against distractions.	97	3.41
12	I prepare my questions before joining in the chat room and discussion.	97	3.25
13	I work extra problems in my online courses in addition to the assigned ones to master the course content.	97	3.39

14	I allocate extra studying time for my online courses because I know it is time-demanding.	97	3.62
15	I try to schedule the same time every day or every week to study for my online courses, and I observe the schedule.	97	3.64
16	Although we don't have to attend daily classes, I still try to distribute my studying time evenly across days.	97	3.54
17	I find someone who is knowledgeable in course content so that I can consult with him or her when I need help.	97	3.96
18	I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.	97	3.91
19	If needed, I try to meet my classmates face-to-face.	97	4.08
20	I am persistent in getting help from the instructor through email.	97	3.46
21	I summarize my learning in online courses to examine my understanding of what I have learned.	97	3.73
22	I ask myself a lot of questions about the course material when studying for an online course.	97	3.78
23	I communicate with my classmates to find out how I am doing in my online classes.	97	3.6931
24	I communicate with my classmates to find out what I am learning that is different from what they are learning.	97	3.92

Appendix2. Translation Domains and Items of OSLQ

Items	Statement	Domains
1	Saya menetapkan standar untuk tugas saya dalam kursus online.	Penetapan Tujuan
2	Saya menetapkan tujuan jangka pendek (harian atau mingguan) serta tujuan jangka panjang (bulanan atau semester).	
3	Saya menjaga standar yang tinggi untuk pembelajaran saya dalam kursus online saya.	
4	Saya menetapkan tujuan untuk membantu saya mengatur waktu belajar untuk kursus online saya.	
5	Saya tidak mengkompromikan kualitas pekerjaan saya karena ini online.	
6	Saya memilih lokasi di mana saya belajar untuk menghindari terlalu banyak gangguan.	Penataan Lingkungan
7	Saya menemukan tempat yang nyaman untuk belajar.	
8	Saya tahu di mana saya bisa belajar paling efisien untuk kursus online.	
9	Saya memilih waktu dengan sedikit gangguan untuk belajar untuk kursus online saya.	
10	Saya mencoba membuat catatan yang lebih teliti untuk kursus online saya karena catatan bahkan lebih penting untuk belajar online daripada di kelas reguler.	Strategi Tugas
11	Saya membacakan materi instruksional yang diposting online untuk melawan gangguan.	
12	Saya menyiapkan pertanyaan saya sebelum bergabung di ruang obrolan dan diskusi.	

13	Saya mengerjakan masalah ekstra dalam kursus online saya selain yang ditugaskan untuk menguasai konten kursus.	
14	Saya mengalokasikan waktu belajar ekstra untuk kursus online saya karena saya tahu ini menuntut waktu.	Manajemen Waktu
15	Saya mencoba menjadwalkan waktu yang sama setiap hari atau setiap minggu untuk belajar kursus online saya, dan saya mengamati jadwalnya.	
16	Meskipun kami tidak harus menghadiri kelas harian, saya tetap berusaha mendistribusikan waktu belajar saya secara merata di setiap hari.	
17	Saya menemukan seseorang yang berpengetahuan luas dalam konten kursus sehingga saya dapat berkonsultasi dengannya ketika saya membutuhkan bantuan.	Pencarian Bantuan
18	Saya berbagi masalah saya dengan teman sekelas saya secara online sehingga kami tahu apa yang kami perjuangkan dan bagaimana menyelesaikan masalah kami.	
19	Jika diperlukan, saya mencoba untuk bertemu dengan teman sekelas saya secara langsung.	
20	Saya gigih dalam mendapatkan bantuan dari instruktur melalui email.	
21	Saya merangkum pembelajaran saya dalam kursus online untuk menguji pemahaman saya tentang apa yang telah saya pelajari.	Evaluasi Diri
22	Saya bertanya pada diri sendiri banyak pertanyaan tentang materi kursus ketika belajar untuk kursus online.	
23	Saya berkomunikasi dengan teman sekelas saya untuk mengetahui apa yang saya lakukan di kelas online saya.	

24	Saya berkomunikasi dengan teman sekelas saya untuk mengetahui apa yang saya pelajari yang berbeda dari apa yang mereka pelajari.	