

**Indonesian Secondary School Students' Self-Regulated Writing Strategy:  
A Small-Scale Survey Study**

**A Thesis**

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Language Education**



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**2024**

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**INDONESIAN SECONDARY SCHOOL STUDENTS' SELF-REGULATED  
WRITING STRATEGY: A SMALL-SCALE SURVEY STUDY**

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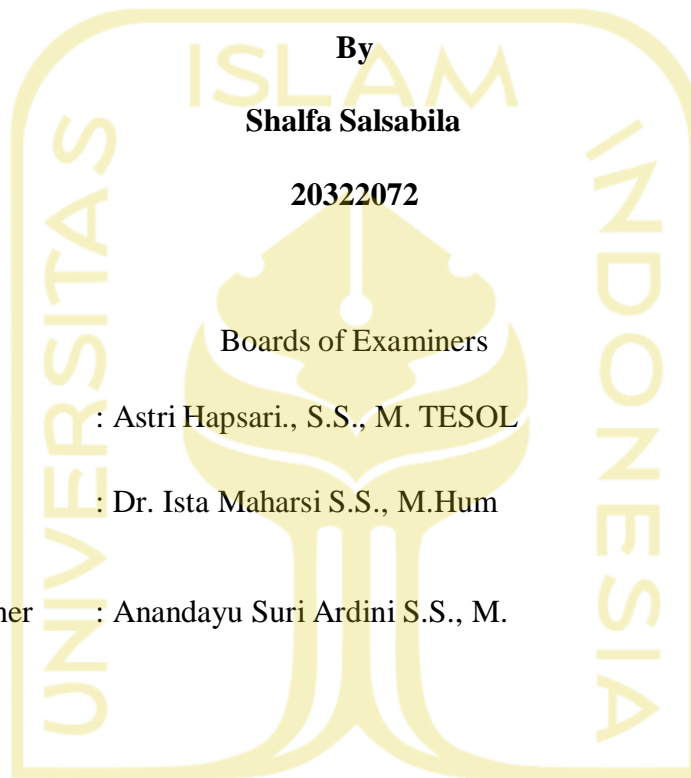
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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare this thesis entitled "**Indonesian Secondary School Students' Self-Regulated Writing Strategy: A Small-Scale Survey Study**", which I have written, does not contain the work of other people, except those cited in the quotations and references, as a scientific paper should.

I declare that the literary content of this thesis is my best final work and all assistance received in preparing this thesis and its sources have been acknowledged.

Yogyakarta, 22 March 2024

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## **MOTTO**

“Victory will come with patience, relief will come with affliction, and ‘with the hardship will come to an ease.’” - **HR Tirmidzi**

“When things get hard stop for a while and look back to see how far you have come. Don’t forget how rewarding it is.” - **Kim Taehyung of BTS**

"Happiness is not something that you have to achieve, you can still feel happy during the process of achieving something.” - **Kim Namjoon of BTS**

“Never discourage anyone who continually makes progress, no matter how slow.”  
- **Plato**

## **DEDICATION**

With all praise to the presence of Allah SWT, I dedicate this thesis to:

### **MYSELF**

To myself Shalfa Salsabila who has struggled and is able to survive doing the best for 4 years until today even though all of this has not been an easy journey.

### **MY PARENTS**

To my beloved parents Mr. Agus Dwi Windarto and Mrs. Wiwi Widiastuti who always love, pray, and are my biggest support in this journey.

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This thesis is still far from perfect. All forms of criticism, suggestions, and recommendations will be greatly accepted for the sake of improving this thesis. The author hopes that this thesis can be beneficial to the readers.

Wassalamualaikum warrahmatullahi wabaraktuh

Yogyakarta, 22 March 2024

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**INDONESIAN SECONDARY SCHOOL STUDENTS' SELF-REGULATED  
WRITING STRATEGY: A SMALL-SCALE SURVEY STUDY**

By

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20322072

**ABSTRACT**

This current research aims to describe the self-regulated writing strategies used by Indonesian secondary school students. This study also aims to identify whether gender difference exists in students' use of self-regulated writing strategies. A small-scale survey involved 65 grade 12 students at a high school in Yogyakarta, Indonesia. The self-regulatory Writing Strategies Questionnaire (SRWSQ) developed by Teng, Wang, and Zhang (2022) consists of 30 items and 6 domains was used as the instrument of the study. Descriptive Analysis and independent t-tests were conducted to analyze the data. It was found that Metacognitive Judgment is the domain with the highest value ( $M= 5.585$ ,  $SD= 1.263$ ) among other SRWSQ domains. Goal-oriented Evaluation got the lowest score ( $M= 5.1$ ,  $SD= 1.22$ ). There are statistically significant differences between females and males found in one of the domains of SRWSQ, the Goal-oriented Evaluation domain ( $p 0.005 < 0.05$ ). This research then revealed that secondary school students in Indonesia very often use self-regulated writing strategies, especially the Metacognitive Judgment strategy, and rarely use Goal-Oriented Evaluation strategies when writing. It also revealed that female students tended to use more self-regulated writing strategies compared to male students. For further research, the researcher suggests conducting other research to prove the effect of using self-regulation strategies in writing on students' writing assignment results, expanding the test of differences not only limited to gender and increasing the number of participants.

**Keywords:** *self-regulated writing strategies, writing strategies, gender difference, survey study.*

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Writing takes an important part in the context of EFL secondary school. Despite being one of the important skills that secondary school students should have, writing in secondary education is considered a skill that is challenging and difficult for students to learn (Sogutlu & Ostrosi, 2022; Nurlatifah & Yusuf, 2022; Nguyen & Suwannabubpha, 2021; Alisha et.al, 2019; Sinta & Astutik, 2019). The challenge arises because of the background of the students as English learners where English is a foreign language which is neither the first nor the second language of the students. One problem occurs because of inaccuracy in generating words, sentences, paragraphs, and ideas. A study in Indonesian senior high school context conducted by Sinta and Astutik (2019) revealed that the students who participated in the study had errors in the use of words, syntax, and grammatical rules.

Another study in the EFL context conducted by Sogutlu and Ostrosi (2022) revealed that Albania high school students find writing difficult due to their physiological condition (lack of interest and motivation), institutional factors (inadequate writing practice), and cognitive abilities (unfamiliarity of writing process and lack of language

knowledge). As a result, students become burdened and find it difficult when they learn to write. For this reason, EFL writing learners should be introduced to how to write through a variety of writing strategies (Teng, Wang, & Zhang, 2022).

Nowadays, self-regulation writing strategies are viewed as one of the tools to achieve good writing performance. This is supported by the fact that there are quite a lot of studies discussing self-regulated learning strategies (Teng & Huang, 2019; Sun & Wang, 2020; Teng, 2020; Umamah & Cahyono, 2020; Redjeki & Hapsari, 2022; Teng, Wang, & Zhang, 2022; Sari, et al., 2023). A study by Teng, Wang, and Zhang (2022) investigate the use of self-regulatory writing strategies and the relationship between self-regulation with secondary school students' writing performance as an EFL. This study also explores students' individual differences in the use of self-regulated writing strategies and finds out the predictive effect of self-regulated writing strategies on learners' writing performance. This research involves two samples of participants with a total of 669 and 239 secondary school students in China. The result reported that students in higher grade levels reported being more active in the use of self-regulated writing strategies than students in lower grades. Then it was found that female students reported using these strategies frequently more than male students. As for the predictive effect, it found that the strategies factor had significantly affected students' writing performance.

Another study conducted by Teng and Huang (2019) explored whether secondary school students' self-regulated writing strategies have the same influence on



proficiency as those used in universities. This research also clarifies the variations in self-regulated writing strategies used in secondary schools concerning students' individual differences. The survey study conducted involved a total of 682 students from three secondary schools in southwest China. The research finding confirmed the nine factors of self-regulated writing strategies primarily influence EFL secondary school students' writing performance. It also reported that the individual differences of students affect their frequency of using self-regulated strategies. There is also research by Sun and Wang (2020) that examined the relationship between writing self-efficacy and writing self-regulated learning strategies in college students' writing proficiency in the EFL context. A total of 319 second-year students in China were involved in this study. The finding indicated that students' self-efficacy is still average, and they rarely used self-regulated strategies in the writing course. Further, it reported that both self-efficacy and self-regulated writing strategies significantly contribute to students' writing proficiency.

Teng (2020) argues that writing success is highly dependent on the level of ability of learners to plan, monitor, and self-regulate their writing with the effort required to achieve the intended goals. Self-regulation learning strategies intentionally help students activate, sustain, and adjust their cognition to achieve their learning goals. An examination of the effect of applied collaborative modeling as a component of the self-regulated strategy was conducted by Teng (2020). The participants were 6th-grade students from four different elementary schools in Hong Kong. As a result, this study

reported that combining the collaborative modeling text structure and self-regulated strategies was significantly effective in increasing students' writing performance and content comprehension compared to other variables (traditional instruction, self-regulated strategy, and collaborative modeling of text structure).

In research taking place in Indonesia, several studies discuss self-regulated learning strategies. Umamah and Cahyono (2020) investigated the use of self-regulated writing (SRW) strategies and identified the SRW strategies applied by learners. The survey study involved 45 undergraduate students, then four students from all participants who participated in the survey study will be involved in a semi-structured interview. It is found that students tend to use a high social environment dimension, other than that they also dominantly applied the method and performance dimension of self-regulated writing. A study to identify the use of online self-regulated learning strategies was conducted by Redjeki & Hapsari (2022). The research involved 81 undergraduate students from one of private university in Indonesia. It found that learners mostly use self-regulated strategies in environmental structuring, yet students tend to have low scores in time management and task strategies. Sari et al. (2023) investigated EFL students' self-regulation and looked for differences in these strategies when students wrote with different complexities. A total of 94 students majoring in English were involved in this research. It found that self-regulated writing strategies help students overcome problems related to the complexity of writing assignments. This research

emphasizes that differences in student achievement arise due to how effectively students use these strategies.

Although there has been a lot of research discussing self-regulated writing strategies. Research conducted in Indonesia is still relatively small. Research related to self-regulation in Indonesia does not specifically discuss writing and much of the research is carried out at the university level. Therefore, to fill the gap where there has not been much research on writing self-regulation strategies in Indonesia, especially at the secondary school level, it is necessary to conduct research in this area.

## **1.2 Identification of the Problem**

For EFL secondary education students, writing problems are commonly found because of learners' limited knowledge of the English language. Studies have clarified problems frequently encountered by students when writing: Thailand EFL students lack grammar and vocabulary knowledge (Nguyen & Suwannabupha, 2021), Albanian EFL learners lack organizing, coherence, cohesion, and generating ideas to support their writing (Sogutlu & Ostrosi, 2022). Other than that students' lack of language competence makes them more likely to make mistakes in grammar, syntax, spelling, and punctuation (Sogutlu & Ostrosi, 2022). More specifically, in the realm of EFL learners in Indonesia, the difficulties and problems found are not much different from what has been mentioned previously. It is found that Indonesian students' writing problems are students' lack of vocabulary and grammatical knowledge which makes it

difficult for them to construct sentences and generate ideas (Alisha et al., 2019). Another study by Nurlatifah and Yusuf (2022), identified that there are three problems students encounter when writing which are cognitive (text structure, punctuation, spelling, and generating ideas), linguistic (vocabulary and grammar), and psychological (lack of interest, laziness, and confusion while writing).

### **1.3 Limitation of the Problem**

This research will only focus on identifying and describing the use of self-regulated writing strategies in Indonesian secondary school students to help improve their writing skills.

### **1.4 Research Questions**

This research attempts to answer the following questions:

1. What is the profile of students' self-regulated writing strategies?
2. Do gender differences exist in students' self-regulated writing strategies?

### **1.5 Purpose of the Study**

This current research aims to describe the self-regulated writing strategies used by Indonesian secondary school students as a way to improve their writing skills using the self-regulatory Writing Strategies Questionnaire (SRWSQ) developed by Teng, Wang, and Zhang (2022) as the main instrument. Furthermore, for additional data for

this research. This study also aims to identify whether gender differs in students' use of self-regulated writing strategies.

### **1.6 Significance of the Study**

The results of this research will add to the number of studies that discuss self-regulated writing strategies at the secondary school level. This study will bring advantages within the scope of the process of teaching and learning English writing for students, teachers, and academics. This paper provides information on the self-regulation strategies used by students when they do the writing assignments and how some variables (gender) can affect students' self-regulatory strategies. Moreover, hopefully, teachers and academics can make it a point of view in determining what kind of writing assessment and strategies are proper to apply for students at the secondary level. The results of the research can also help increase student and teacher awareness in using self-regulated writing strategies in teaching writing to achieve good performance in any educational situation.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Self-regulated Writing Strategies**

There have been many studies that explained self-regulated learning strategies (Zimmerman, 1989; Zimmerman & Risemberg, 1997; Zimmerman, 2002; Winnie, 2019; Sun & Wang, 2020). This suggests that self-regulated learning strategies are considered one of the strategies that can improve a student's performance through a controlled process. In general, self-regulated learners can be described as those who in the learning process can participate in their metacognitive, motivational, and behavior actively (Zimmerman, 1989). Zimmerman (1989) defines self-regulated learning strategies as learning strategies that focus on how students represent contemporary actions and conditions in terms of strategies to achieve subordinate goals. What this tells us is that students have initiative and can organize themselves to gain knowledge and skills rather than relying on others (teachers, parents, etc.).

In its development, Zimmerman (2002) defines self-regulated learning as a self-contained process in which learners can transform their mental abilities into academics and are not defined as their own mental abilities or academic skills. It suggests that students are aware of their strengths and limits, so they can personally set goals and choose strategies to solve the problems they encounter in learning. Thus, from the self-

regulated description above, it can be seen that this strategy is considered a process in which students actively have initiative and awareness in determining problem-solving to achieve good academic results. In this process, they involve their metacognitive abilities, motivation, and behavior to achieve their goals. Zimmerman (2002) also defines self-regulated strategies as cyclical phases where students can set goals, monitor their performance, and evaluate themselves. The cycle will then continue to repeat along with the student learning process, where after students evaluate themselves, they will be able to improve in future tasks and return to following the cycle (Zimmerman, 2002). The following is an explanation to understand more about the cycles and processes that students go through in the process of self-regulation according to Zimmerman (2002):

### **1. Forethought Phase**

In this phase, learners are doing task analysis that consists of setting their goals and planning their strategy for learning. Other than task analysis students also esteem their self-motivation to gain their belief about learning.

### **2. Performance Phase**

There are two major phases explained for the performance phase which are Self-control and self-observation. Self-control refers to the implementation of the strategies that learners have selected in the forethought phase. Imagery, self-instruction, and task strategies are the key types of self-control. Then, self-

observation is defined as a way learners are aware of what happens to them during the learning process. For example, students are aware that they can write an essay quickly when they do it in a quiet place compared to when he does it in a crowded place like a cafe.

### **3. Self-reflection Phase**

Self-judgment and self-reaction are the two main classes of the cycle of self-reflection phases. In self-judgment, students compare their performance in the performance phase against several standards. Self-judgment also refers to students' awareness of the reasons for their success and failure in performance. Meanwhile, self-reaction is more about students' feelings such as their satisfaction or reactions to their performance.

However, in the context of learning how to write, Zimmerman and Risemberg (1997) define self-regulated writing strategies as a self-initiation behavior that writers apply in terms of achieving goals, such as developing their writing outcomes and skills. Self-regulation is correlated with the development of writing skills because writing activity consists of self-planned, self-initiated, and self-sustained (Zimmerman & Risemberg, 1997). It means that self-regulated writing strategies refer to personal awareness to find a solution or strategy to get good results and achievements. Moreover, Zimmerman and Risemberg (1997) also define self-regulation into three



classes called ‘Triadic Perspective’ which is described as convert self-regulation, behavioral self-regulation, and environmental self-regulation.

From the definition, Zimmerman and Risemberg (1997) divide the self-regulated into three classes which consist of *Convert (person)*, *Behavior*, and *Environment* then called the *Triadic Perspective*. Convert self-regulation refers to the writer's use of adaptive cognitive strategies, in which the writer self-controls to reduce anxiety and self-evaluate during writing. Behavioral self-regulation is interpreted as motor performance or the habit of the writer to do something to help them be more effective while writing. Environmental self-regulation is aimed at the author's environmental conditions that support him to perform better after adjusting to the conditions in which he writes, such as when he has to write in a quiet place (Zimmerman & Risemberg, 1997)

In addition, Winnie (2019) also defines SRL specifically as a process in which students deliberately manage when and how to use self-regulatory strategies to achieve their learning purpose, proactively monitor what and why certain strategies succeed or fail, and efficiently determine where to go next. It shows that self-regulated strategies expect learners to be more independent and aware of their goals and the process they should follow to achieve them. Therefore, in the writing process, self-regulated strategies correlate with students' improvement in writing competence because writing is constructed as self-planned, self-initiated, and self-sustained (Sun & Wang, 2020). Thus, with a positive application of the SRL writing strategy, it also has a good impact

on students in adapting to the demands of learning, their success in learning, and increasing their mental readiness to learn.

## **2.2 The Development of the Self-regulatory Writing Strategy Questionnaire (SRWSQ)**

As described by Teng, Wang, and Zhang (2022), the Self-regulatory Writing Strategy Questionnaire is based on Zimmerman's (2002) theory of self-regulation learning strategies which proposes that self-regulation is a cyclical process where students are setting their goal, monitoring their performance, and evaluating themselves during the learning process. In the development of the questionnaire *confirmatory factor analysis (CFA)* identified that the questionnaire will consist of six factors and 30 items in total. Those six factors consist of writing planning, goal-oriented monitoring, goal-oriented evaluation, emotional control, memorization strategies, and metacognitive judgment. Every factor will have six subcategories.

The following is a further explanation to understand the six factors in the instrument that has been developed by Teng, Wang, and Zhang (2022)

### **2.2.1 Writing Planning**

The first factor that appears in the Self-regulatory Writing Strategy Questionnaire is Writing Planning (WP). This factor is indicated by the learners' awareness of their autonomy in organizing their thoughts and idea before writing something (Teng, Wang, & Zhang, 2022). The writing planning factor consists of several subcategories

such as **global discourse planning** where students are able to list main ideas or details before writing. Second, **local lexical planning** explained that students can search for an appropriate word and sentence before writing. Third, **time management** here students can estimate the amount of time they will spend to finish an essay. Fourth, **material preparation** from where learners can collect relevant information and do reading before writing. Other subcategories are **planning based on feedback** here students can do planning after they get feedback either from teachers or peers. Thus, writing planning is important for EFL writers to be ready to work on a piece of writing. Zhang and Qin (2018) argue that well-prepared learners would normally be the ones who have a clear goal to finish their writing assessment.

### **2.2.2 Goal-oriented Monitoring**

The second factor explained in the questionnaire is Goal-oriented Monitoring (GOM) which includes six subcategories of writing strategies. The first category is **course learning monitoring**, students can recall material from English learning that can help them in writing. Second is **lexical level processing** where learners can think and choose the best expression for the writing product. The third and fourth factor is **monitoring learning progress** here students monitor and check their writing and learning progress so they can find a solution to achieve their writing goal. The fifth and sixth factor is **adjusting strategies** here students can set up their goals and adjust their writing strategies to achieve those goals. Zimmerman and Risemberg (1997) argue that self-monitoring relates to how writers can track their performance and keep

their progress going well. Thus, this factor focuses more on how students can monitor their writing progress after deciding on their writing goals and strategies.

### **2.2.3 Goal-oriented Evaluation**

The third factor is Goal-oriented evaluation which contains some subcategories. Assessment of language use and content is the first subcategory for this factor that explains how students can evaluate and revise the content of their writing. The second subcategory is knowledge and skills in this context learners can evaluate their mastery of the knowledge and skills of an English language course. Third is the evaluation of previous learning, which identifies that students can evaluate what they have learned and whether they have achieved their previous goal or not. The last subcategory is organization here learners can collect what is wrong from their writing for deeper review. These factors highlight secondary students' self-evaluation and self-reflection in the process of writing which is important for their metacognition consciousness (Teng, Wang, & Zhang, 2022)

### **2.2.4 Emotional Control**

The fourth factor explained by Teng, Wang, and Zhang (2022) in their instrument about self-regulated writing strategies is emotional control. This factor is focused on the measurement of students' ability to control their emotions and negative feelings while writing. Emotion control is important for learners while writing because it can

help them avoid distractions while they write. Sun and Wang (2020) added that learner writing success is also dependent on their psychology where emotion is included in it.

### **2.2.5 Memorization Strategies**

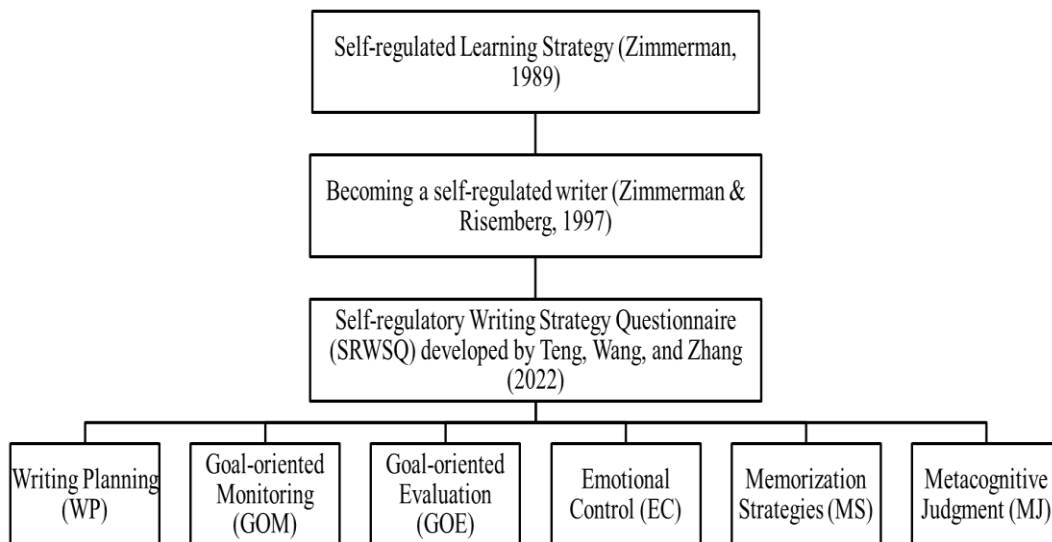
The fifth factor that appears in the Self-regulatory Writing Strategy Questionnaire is memorization strategies. Teng, Wang, and Zhang (2022) include this factor to measure learners' working memory capacity in retaining sentences, their ability to memorize the learning material, and their knowledge of vocabulary. This factor about memorization strategies refers to how students can memorize and organize ideas and information they have got before.

### **2.2.6 Metacognitive Judgment**

The last factor explained in the questionnaire developed by Teng, Wang, and Zhang (2022) is metacognitive judgment. This factor aims to measure learners' belief in linguistic knowledge, their gumption in learning to write, and their belief in using a specific writing strategy. Metacognitive judgment can serve as information about learner belief in their cognition, behavior, and goal (Teng, Wang, & Zhang, 2022). This is supported by Zimmerman (2002) that self-judgment is necessary for students to realize the mistakes they have made which will reflect their success.

### 2.3 Flow of the Theory

This study proposes to investigate the use of self-regulated writing (SRW) strategies in the context of high school students in Indonesia. The theory of Zimmerman (2002) which defines self-regulated strategy as three phases of the cycle, namely *the forethought phase, the performance phase, and the self-evaluation phase* is applied by the researcher in this study. Questionnaires developed by Teng, Wang, and Zhang (2022) were adapted to collect the data for this research. Self-regulatory Writing Strategy Questionnaire (SRWSQ) which has 30 items and six dimensions is expected to be able to collect the data needed by researchers. Those six dimensions are to get information about writing planning (WP), goal-oriented monitoring (GOM), goal-oriented evaluation (GOE), emotional control (EC), memorization strategies (MS), and metacognitive judgment (MJ).



**Figure 2.1 Conceptual Framework**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This quantitative study will focus on measuring the variables and answering the research questions described. Survey designs are conducted to analyze a population's trends, attitudes, and opinions by studying a sample of that population (Creswell, 2018). However, looking at the existing conditions, this research is classified as small-scale research. This was due to the relatively small number of participants included in this research. After the data was collected during the survey process, descriptive statistics were used to describe, show, and summarize the research data in a more meaningful way. These descriptive statistics tests were conducted to answer the first research question. Moreover, to answer the second research question a *t*-test analysis was used.

#### **3.2 Population and Sample**

The total population of this study was students from grade 12 at a private high school in Yogyakarta, Indonesia. The population in the four classes which was composed of 2 science major classes and 2 social major classes was about 118 students

in grade 12. From the total population referring to the model of determining sample size by Conroy (2018), it is found that the sufficient sampling is 65 students in total.

In this research convenience sampling type is used as a way to decide the sample size. According to Golzar et.al. (2022), convenience sampling is a sampling method where the sample is available and the researcher can access it, which can be applied to almost any research. The reason why this type of sampling was used in this research was that the researcher only had access to two classes when conducting research, both classes were class 12 majoring in Social. It was also due to the condition that the researcher was a practice teacher in that school and the researcher did not have the power to access all students in that school. The reason explained why from the total population of 118 students, the sample size was only 65 students.

The chosen participants in this research were categorized as the students who had gotten a writing assessment in the class. Students are also considered to have high motivation while doing the writing assessment. In this research learners also need to have their learning goals or at least they already know about their learning goals either after being told by the teacher or they set the goals themselves. Therefore, those who did not have criteria are not advised to participate in this study.

### **3.3 Data Collecting Technique**

In this subchapter, the data collection technique is explained by the researcher. The data collection technique consists of this research's instrument, validity, and reliability.



### 3.3.1 Instrument

The instrument used in this study is a questionnaire developed by Teng, Wang, and Zhang (2022). The instrument is called the Self-regulatory Writing Strategy Questionnaire (SRWSQ). The questionnaire then identified consists of six factors, which are writing planning (WP), goal-oriented monitoring (GOM), goal-oriented evaluation (GOE), emotional control (EC), memorization strategies (MS), and metacognitive judgment (MJ). Before being distributed to the respondents, the items were translated into Bahasa Indonesia and the contents were validated by the researcher's supervisor. The SRWSQ was distributed to one of the senior high schools in Yogyakarta, Indonesia. Each item was measured by 7-point Likert Scale ranging from 1 (strongly disagree) to 7 (strongly agree).

**Table 3.1**

The Blueprint of SRWSQ adopted from Teng, Wang, and Zhang (2022)

No	Factor	Number of item(s)	Item(s) number
1	Writing Planning (WP)	6	1,2,3,4,5,6
2	Goal-oriented Monitoring (GOM)	6	7,8,9,10,11,12
3	Goal-oriented Evaluation (GOE)	6	13,14,15,16,17,18
4	Emotional Control (EC)	4	19,20,21,22
5	Memorization Strategies (MS)	4	23,24,25,26
6	Metacognitive Judgment (MJ)	4	27,28,29,30

### **3.3.2 Validity**

The validity of the instrument was checked using Exploratory Factor Analysis (EFA) and also Confirmatory Factor Analysis (CFA). Based on the Teng, Wang, and Zhang (2022) EFA was conducted on a sample of 336 learners. In the EFA the sample adequacy and also the accuracy of the data are calculated. In the result, the Kaiser-Meyer-Okin (KMO) score was .967. Moreover, in the implementation of CFA, it was indicated that the *p-value* for the 30 items in the questionnaire was  $p < .001$ , which means it was statistically significant. Coupled with the results showing that the factor structural coefficient ranges from 0.84 to 0.89, indicating convergent validity

### **3.3.3 Reliability**

The reliability test is conducted to calculate the consistency of the instrument (or questionnaire) before the instrument is used to collect the data. In quantitative and statistical terms reliability was shown in Cronbach's Alpha score ranging from 0 to 1. Cronbach's Alpha is classified into several criteria, Taber (2018) classifies it from low categories (0.11) to excellent categories (0.93 - 0.94).

Based on the research on the development of SRWSQ, Cronbach's alpha reliability analyses were conducted for a total of six dimensions of the instrument SRWSQ used in the research. A total of six dimensions from the questionnaire were measured, and the results are listed in the following table.

**Table 3.2**

Result of Cronbach's Alpha on SRWSQ Dimension

No	Factor	Cronbach's Alpha	Number of Item(s)
1	Writing Planning (WP)	0.854	6
2	Goal-oriented Monitoring (GOM)	0.866	6
3	Goal-oriented Evaluation (GOE)	0.921	6
4	Emotional Control (EC)	0.915	4
5	Memorization Strategies (MS)	0.817	4
6	Metacognitive Judgment (MJ)	0.863	4

### **3.4 Data Analysis Technique**

#### **3.4.1 Data Indicator**

The data indicator was adapted from Teng, Wang, and Zhang (2022) where the name of the instrument is the Self-regulatory Writing Strategy Questionnaire (SRWSQ). The instrument was distributed to the respondents and they filled it on a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree). In addition, based on what a study by Pimentel (2019) explained in a 7-point Likert scale, intervals are created with similar majority differences and described in the table below

**Table 3.3**

*7-point Likert scale Interval*

Scale	Interval	Description
1	1.00 - 1.85	Very Bad
2	1.86 - 2.71	Rather Bad
3	2.72 - 3.57	Bad
4	3.58 - 4.43	Neither good nor bad
5	4.44 - 5.29	Good
6	5.30 - 6.15	Rather Good
7	6.16 - 7.00	Very Good

The focus of the study was to identify secondary school learners' self-regulated writing strategies and how gender differences correlate with the strategies. Learners' responses were then analyzed through descriptive statistics to answer the first research questions. Moreover, to answer the second research question an independent t-test was conducted.

### **3.4.2 Steps of Data Analysis Technique**

1. The Self-regulatory Writing Strategy Questionnaire (SRWSQ) developed by Teng, Wang, and Zhang (2022) was used in this study.
2. The data were analyzed using descriptive statistics and an independent t-test to measure the mean and standard deviation to answer the first and second research questions.

3. The questionnaire was distributed to secondary school students in grades 12 who have done a writing assessment in the English course at one of the private high schools in Yogyakarta, Indonesia.
4. The total population was 118 secondary school students majoring in social and sciences, then 65 students were taken from 2 classes majoring in social studies.
5. The data obtained from the survey were analyzed using SPSS 26 (Statistical Package for Social Sciences).
6. The data were interpreted based on the result of the research.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter discusses how the data analysis findings attempt to answer the following questions: (1) What is the profile of students' self-regulated writing strategies? (2) Do gender differences exist in students' self-regulated writing strategies?

#### 4.1. Research Findings

##### 4.1.1. Demographic Survey

The research Self-regulatory Writing Strategy Questionnaire (SRWSQ) was distributed directly to the respondents in the class. Based on the data collected from 65 students from grade 12, all respondents have collected the questionnaire. The demographic of the respondents can be defined by gender as presented in the table below:

**Table 4.1 Participants Gender**

	Total	Percentage	
Gender	Male	35	53.80%
	Female	30	46.20%
Total Participants	65	100%	

As can be seen in the table above, it concluded that from all the respondents that collected the questionnaire, the majority of respondents are male students with total 35 respondents or 53.80% and the other respondents are 30 female students or 46.20%.

#### 4.1.2. The Overall Survey Result

**Table 4.2 The Participant’s Self-Regulated Writing Strategies Profile**

<b>Domains of Self-Regulatory Writing Strategy</b>	<b>Mean</b>	<b>SD</b>
Metacognitive Judgement (MJ)	5.59	1.26
Goal-oriented Monitoring (GOM)	5.23	1.27
Memorization Strategies (MS)	5.14	1.27
Emotional Control (EC)	5.13	1.29
Writing Planning (WP)	5.11	1.32
Goal-oriented Evaluation (GOE)	5.10	1.22

The overall result shows that the overall data indicates the participants’ writing self-regulated learning strategies range from good and rather good. Metacognitive Judgement (MJ) obtains the highest score (M= 5.59, SD= 1,26) which means that the participants are rather good at using Metacognitive Judgement (MJ) while doing

English Writing. Meanwhile, Goal-oriented Evaluation (GOE) got the lowest score (M= 5.10, SD= 1.22) which means the participants are good at implementing goal-oriented evaluation but not as good at implementing Writing Planning, Emotional Control, Memorization, Goal-oriented, and Metacognitive Judgement strategies. Table 4.2 describes the participants' writing self-regulated learning strategies.

In the Writing Planning (WP) domain there are 6 items total which consist of items number 1 to 6. All writing planning strategies are included in the good and rather good category. Based on the table above, item Q2 (M= 5.65, SD= 1.22) with the statement *“I search for some good words and sentences in mind before writing.”* is seen to be the most applied strategy used by students while writing in English. However, it can be seen that the least strategy applied by students is on item Q5 (M= 4.83, SD= 1.45) with the statement *“I plan for my writing based on peer feedback.”*. Moreover, the mean score of the items in the Writing Planning domain (M= 5.11, SD= 1.32).

**Table 4.3 Writing Planning**

<b>Item Number</b>	<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std.</b>
2	I search for some good words and sentences in mind before writing.	65	5.65	1.22
6	I plan for my writing based on teacher feedback.	65	5.18	1.21
4	I collect relevant materials and do some reading preparation for the writing topic.	65	5.08	1.34



3	I list main ideas or details before writing.	65	4.98	1.39
1	I think about how much time I should spend on each part of	65	4.91	1.32
5	I plan for my writing based on peer feedback.	65	4.83	1.45

There are 6 items covered in the Goal-oriented Monitoring (GOM) domain, consisting of items 7 to 12. All goal-oriented monitoring strategies are included in the good and rather good category. In this domain item Q9 with the statement “*I monitor my learning process to find out solutions for my writing goals.*” is considered to be the most used strategy by students in English Writing (M= 5.35, SD= 1.28). Then the strategy that the students least apply is found in item Q8 (M= 5.12, SD= 1.31) with the statement “*I adjust the writing strategies if they are not effective for my writing goals.*”. The mean score for items in the Goal-oriented Monitoring domain (M= 5.23, SD= 1.27).

**Table 4.4 Goal-oriented Monitoring**

<b>Item Number</b>	<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std.</b>
9	I monitor my learning process to find out solutions for my writing goals.	65	5.35	1.28
11	I check what I have learned from the English courses and what are helpful for writing.	65	5.34	1.29

10	I check my writing progress in order to reach my writing goals.	65	5.25	1.12
7	I set up goals to check my writing activities or exercises	65	5.18	1.22
12	I find myself pausing regularly to think for the best expression for my writing.	65	5.12	1.40
8	I adjust the writing strategies if they are not effective for my writing goals.	65	5.12	1.32

The Goal-oriented Evaluation (GOE) domain consists of items 13 to 18. All goal-oriented evaluation strategies are included in the good and rather good category. As can be seen in the table the most used strategy by students in this domain is considered as item Q17 (M= 5.26, SD= 1.31) with the statement “*I put all the words that I have written wrong together for further review.*”. Then the item that is considered as the least strategy used by the students in English Writing is item Q18 (M= 4.78, SD= 1.35) with the statement “*After writing, I ask someone else to read it and give me feedback.*”. The means for the items in the Goal-oriented Evaluation (GOE) domain is (M= 5.1, SD= 1.22).

**Table 4.5 Goal-oriented Evaluation**

<b>Item Number</b>	<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std.</b>
17	I put all the words that I have written wrong together for further review.	65	5.26	1.31

15	I evaluate my mastery of the knowledge and skills learned in English courses.	65	5.22	1.15
16	I check and revise sentences to ensure content and grammar accuracy after writing.	65	5.18	1.17
13	I evaluate what I have learned from the writing activities or exercises.	65	5.18	1.22
14	I evaluate whether I have achieved my previously set goals for writing.	65	4.98	1.08
18	After writing, I ask someone else to read it and give me feedback.	65	4.78	1.35

From a total of 4 items in the Emotional Control (EC) domain which is from items number 19 to 22. All emotional control strategies are included in the good and rather good category. Students choose item Q21 as the most used strategy while writing in English (M= 5.28, SD= 1.17), the statement in this item is “*I regulate my mood when I do not know how to write.*”. Then the items that students slightly choose are found in item Q19 (M= 5.00, SD= 1.35) with the statement “*I calm down and finish the writing exercise even though I do not want to.*”. The mean of the Emotional Control domain (M= 5.13, SD= 1.29).

**Table 4.6 Emotional Control**

<b>Item Number</b>	<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std.</b>
21	I regulate my mood when I do not know how to write.	65	5.28	1.17

20	I tell myself not to worry when taking a writing test.	65	5.23	1.32
22	I continue doing my English writing when I encounter difficulties or challenges.	65	5.02	1.32
19	I calm down and finish the writing exercise even though I do not want to.	65	5.00	1.35

In the Memorization Strategies (MS) domain that consists of items number 23 to 26, the most applied by students when doing English Writing is found in item Q24 (M= 5.49, SD= 1.25) which has the statement *“I read the course material over and over again to help me remember them.”*. The item that is considered as the least strategy applied by students is found in item Q25 (M= 4.91, SD= 1.40) with the statement *“I read aloud words and expressions taught in English courses to help me remember them.”*. The mean score for all the items in the Memorization Strategies domain (M= 5.14, SD= 1.27). All memorization strategies are included in the good and rather good category.

**Table 4.7 Memorization Strategies**

<b>Item Number</b>	<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std.</b>
24	I read the course material over and over again to help me remember them.	65	5.49	1.25
23	I memorize key sentences for my writing.	65	5.15	1.18

26	I memorize words through combining them with pictures.	65	5.00	1.25
25	I read aloud words and expressions taught in English courses to help me remember them.	65	4.91	1.40

All metacognitive judgment strategies are included in a rather good category. Item Q30 was chosen as the most applied strategy by students while doing English Writing in the Metacognitive Judgment (MJ) domain (M= 5.71, SD= 1.23) with the statement *“I believe that studying writing strategies will lead to better writing performance.”*. Item Q27 was chosen as the least strategy used by students in English writing (M= 5.48, SD= 1.20) that has the statement *“I believe that it is important to complete the writing exercises by myself.”*. Then the mean score of the Metacognitive Judgement domain (M= 5.59, SD= 1.26).

**Table 4.8 Metacognitive Judgment**

<b>Item Number</b>	<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std.</b>
30	I believe that studying writing strategies will lead to better writing performance.	65	5.71	1.23
29	I believe that understanding the meaning of individual words in texts is important for writing.	65	5.60	1.36
28	I believe that understanding my strengths and weakness on English writing can lead to better writing performance.	65	5.55	1.26

27	I believe that it is important to complete the writing exercises by myself.	65	5.48	1.20
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#### 4.1.3. The Statistical Gender Differences in SRWSQ Dimensions

After carrying out descriptive statistical analysis to obtain detailed information regarding the self-regulation writing strategies used by participants, a *t*-test analysis was conducted to compare female and male students in terms of self-regulation writing strategies. Table 4.9 below presents the result of the *t*-test which can be seen from the result that female and male students' values did not appear to differ significantly across all domains.

**Table 4.9 Descriptive Statistic and *t*-test Result for Gender and SRWSQ**

Domains of Self-Regulatory Writing Strategy	Group Statistics			<i>t</i> -test	
	Gender	N	Mean	<i>t</i>	<i>p</i>
Writing Planning (WP)	Male	35	29.34	-1.856	0.068
	Female	30	32.13		
Goal-oriented Monitoring (GOM)	Male	35	30.51	-1.224	0.226
	Female	30	32.37		
Goal-oriented Evaluation (GOE)	Male	35	28.8	-2.935	<b>0.005</b>
	Female	30	32.73		
Emotional Control (EC)	Male	35	19.8	-1.619	0.110
	Female	30	21.37		

Memorization Strategies (MS)	Male	35	19.77	-1.705	0.093
	Female	30	21.47		
Metacognitive Judgement (MJ)	Male	35	21.66	-1.293	0.201
	Female	30	23.13		

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There are no significant differences found between female and male students in the five domains of SRWSQ (WP  $p= 0.068 > 0.05$ ; GOM  $p= 0.226 > 0.05$ ; EC  $p= 0.110 > 0.05$ ; MS  $p= 0.093 > 0.05$ ; MJ  $p= 0.201 > 0.05$ ). However, there are statistically significant differences between females and males found in one of the domains of SRWSQ, the Goal-oriented Evaluation domain ( $p= 0.005 < 0.05$ ). Moreover, from the result, it can be explained that female students rated to have a higher score than male students in the Goal-oriented Evaluation.

## 4.2. Discussion

### 4.2.1 Indonesian Secondary Student's Self-regulated Writing Strategies

The first aim of the current study is to identify the use of self-regulation by Indonesian secondary students when they do English writing. In this research, students' self-regulatory writing strategies are conceptualized into 6 domains: *Writing Planning (WP)*, *Goal-oriented Monitoring (GOM)*, *Goal-oriented Evaluation (GOE)*, *Emotional Control (EC)*, *Memorization Strategies (MS)*, and *Metacognitive Judgement (MJ)*. An instrument Self-regulatory Writing Strategy Questionnaire

(SRWSQ) developed by Teng, Wang, and Zhang (2022) was used to help collect the self-regulated writing strategies data. Moreover, the instrument has been tested and proven to have good validity and reliability - *Cronbach's alpha* values by what has been proven in previous studies (Teng, Wang, & Zhang, 2022).

The descriptive statistical analysis results in Table 4.2 showed that of the 6 domains identifying self-regulated writing strategies, the metacognitive judgment domain is the domain with the highest value ( $M= 5.59$ ,  $SD= 1.26$ ) among the other domains. This can be interpreted as the high score in the metacognitive judgment domain indicating that the majority of students tend to make judgments about the quality of their performance while and after writing in English at the metacognitive level. Item 30 clearly shows the highest score ( $M= 5.71$ ,  $SD= 1.23$ ) in this domain as shown in Table 4.8.

This shows that the participants are highly aware that writing strategies have important value. Students may believe that learning writing strategies will help improve their writing performance. Apart from that, students also believe that understanding every word in a text and understanding their weaknesses and strengths will help improve their writing skills. Previous research stated that when applying metacognitive judgment students use their understanding to continue the task and also adjust the strategies used if necessary (Riwayatningsih et al., 2022). On the other hand, it was found that students still do not believe that it is important that writing must be done independently. This is related to students' conditions where students find it easy



when carrying out writing assignments in groups or pairs. With thoughts like this, students become more confident that writing in groups will help them in carrying out their writing assignments. However, in the previous study, it was explained that peer learning does not predict students' writing proficiency (Teng & Huang, 2019).

Moreover, these results seem to show differences from previous research conducted by Teng, Wang, and Zhang (2022) which found that students' metacognitive judgment showed the lowest scores in previous research. Despite being the domain with the lowest score in previous research, Teng, Wang, and Zhang (2022) confirmed clearly in previous research that metacognitive judgment has a positive influence on students' self-confidence and cognitive performance. It argued that students' writing judgment indicates estimates of their efforts in the writing process regarding the use of vocabulary, use of grammar, sentence structure, and organization (Riwayatningsih et al., 2022). In addition, Zimmerman (2002) explains that self-judgment or metacognitive judgment is a belief that refers to the causes of a person's failures or successes. The metacognitive judgment also refers to how students systematically can compare their performance with the goals set (Zimmerman, 1989). The existence of metacognitive judgment provides information that influences students' beliefs and leads to better performance.

The findings in this study have several similarities with previous studies, the Goal-oriented Monitoring domain ( $M= 5.23$ ,  $SD= 1.27$ ) occupies the second place in the highest position for strategies chosen by students, and also the domain Emotional

Control ( $M= 5.13$ ,  $SD= 1.29$ ) which is at the fourth level as a self-regulation writing strategy used by secondary school students in Indonesia. The results in Table 4.4 show that students intensively monitored their writing progress to ensure they achieved their writing goals. Sari et al. (2023) argue that using goal-setting monitoring can help students improve their writing achievement. Moreover, Zimmerman and Risemberg (1997) explained that self-monitoring is one of the main keys to self-regulation strategies in writing to create personal feedback. Students must monitor their writing process to enhance their performance in writing.

This is in line with students' habit of monitoring the changes they make in certain aspects of their writing, it will enable students to analyze and react to writing results at a metacognitive level (Zimmerman & Risemberg, 1997). Teng and Huang (2019) highlighted the fact that goal-oriented monitoring is indispensable for improving students' writing performance. It means that a self-monitoring strategy needs to be developed. This aims to help students improve almost all aspects of their writing, including writing ability, time management, motivation as well as students' linguistic production.

Meanwhile, for Emotional Control, previous research (Teng, Wang, & Zhang, 2022) shows the same results as the current research where students are able to control their emotions and negative feelings in the process of learning to write. Results of the study found that related to their Emotional Control, students can regulate their mood and what they feel when they encounter difficulties and anxiety when writing in this

study. Somehow this finding is not the same as Sari et al. (2023) which indicates that students are unable to regulate and control the anxiety they face when writing. Students' inability to control their emotions and anxiety will affect students' writing performance (Sari et al., 2023). It suggests that students need to be encouraged to manage their affective factors. Based on Zimmerman and Risemberg (1997), emotional control is related to one of the concepts in triadic influences, namely environmental self-regulation, where it is explained that in environmental self-regulation writer can adaptively use strategies related to context, such as writers being able to avoid distractions and creating a comfortable environment when writing. The writer's ability to regulate emotions and the environment is necessary and can be very helpful in maintaining good writing performance so the implementation of emotional control by students will help students in obtaining good writing performance as well.

Furthermore, this study found that Indonesian secondary students were still lacking in carrying out evaluations that referred to their goal of writing. It is confirmed by the results in Table 4.2 that the Goal-oriented Evaluation domain occupies the position of the domain with the lowest value ( $M= 5.1$ ,  $SD= 1.22$ ) which means the majority of students gave low scores for items in this domain. However, from the result shown in Table 4.5, learners seem quite capable of self-evaluating their writing, such as evaluating sentences, grammar, and words used in written work. It was also shown that students were quite capable of measuring and evaluating their writing abilities and knowledge by themselves. Even though the results show a fairly high ability for

students to carry out self-evaluation, item 18 ( $M= 4.78$ ,  $SD= 1.35$ ) found that students tend to be less likely to seek or receive input from friends and other people about their written work.

This shows that learners tend to evaluate their work independently rather than seek feedback from others regarding the content of their writing. This finding is similar to the findings in the Writing Planning domain where students tend to choose peer feedback as the lowest strategy students use to improve their writing performance. Kuyyogsuy (2019) explains that students tend to be afraid and unsure about giving or receiving feedback from peers, students tend to avoid peers' feedback to prevent arguments and conflicts with peers. In other research, it was explained that students consider feedback from teachers to be more important than feedback from peers, plus students think that peer feedback tends to be ineffective and lacks responsibility (Putra, Santosa, & Pratiwi, 2021). It means that students do not fully trust the feedback given by their peers because they assume that feedback from peers is not objective and does not provide enough input for developing students' writing results. Seeing this problem, it would be better if the teacher helped students form good and correct peer feedback activities by providing clear instructions and examples first. Putra, Santosa, & Pratiwi (2021) explain that the teacher must provide a variety of examples of feedback for students by considering three parts: positive feedback, constructive feedback, and ending with positive feedback again. Teachers can also create anonymous peer feedback activities so that the feedback given can be more objective. It suggests that

peer feedback and other types of feedback are important for continuous improvement to obtain good student writing achievement.

In contrast to previous studies, Goal-oriented Evaluation has a high value on students' writing self-regulation strategies (Teng, Wang, & Zhang, 2022; Ummamah & Cahyono, 2020; Teng & Huang, 2019). Teng and Huang (2019) report that goal-oriented evaluation strategies appeared to be the most important strategies in writing learning. It is also stated that in dealing with writing difficulties, students mostly consider the social-environmental dimension through self-evaluation (Ummamah & Cahyono, 2020). Students with high regulatory skills, especially in monitoring and evaluation, better understand how effective these strategies are for the development of their writing skills and will continue to use these strategies to achieve writing goals (Teng & Huang, 2019). Moreover, a study conducted by Teng, Wang, and Zhang (2022) underlined and emphasized how important self-evaluation is for secondary school students to continue developing and progressing in learning to write. Whenever students can evaluate their writing performance, it will also have a positive impact on students' metacognitive abilities.

A study by Zimmerman (1989) identified that self-evaluation is a self-process involving self-efficacy, setting goals and standards, and the ability to observe. Where this refers to how students or writers can evaluate the results of their writing at a predetermined quality (Zimmerman, 1989). The results show that students can carry out independent evaluations of their writing results even though they are still hesitant

to receive feedback from friends or other people which would be very helpful for them. On the other hand, students still do not understand enough about implementing evaluation based on predetermined writing goals. Therefore, it will be necessary to increase students' awareness and ability to find the purpose or goal of their writing so that the evaluation carried out will be more effective.

#### **4.2.2 Gender Differences in Students' Self-regulatory Writing Strategies**

The second aim of the research is to identify the emergence of gender differences in students' self-regulated writing strategies. As a next step, after a descriptive statistical analysis was conducted, a *t*-test was used to compare the male and female students self-regulatory writing strategies based on the six dimensions of self-regulated writing which are *Writing Planning (WP)*, *Goal-oriented Monitoring (GOM)*, *Goal-oriented Evaluation (GOE)*, *Emotional Control (EC)*, *Memorization Strategies (MS)*, and *Metacognitive Judgement (MJ)*.

The result in Table 4.8 indicated that the mean scores for male students tend to be lower than those for female students. Although male students tend to have lower scores when compared to female students, the results of the analysis prove that there are no significant differences between male and female students in five self-regulated writing domains (WP  $p= 0.068 > 0.05$ ; GOM  $p= 0.226 > 0.05$ ; EC  $p= 0.110 > 0.05$ ; MS  $p= 0.093 > 0.05$ ; MJ  $p= 0.201 > 0.05$ ). This means that although there are differences between the self-regulation used by male and female students, the differences in the five domains of self-regulation writing strategies are considered to be not too big so

they do not show significance. However, a significant difference was found in one of the domains of self-regulatory writing which is the Goal-oriented Evaluation domain ( $p= 0.005 < 0.05$ ). This means that this difference can be interpreted as significant.

The findings of this research have differences yet some similarities with previous research related to gender differences. Previous research conducted by Teng, Wang, and Zhang (2022) found that there were significant differences between male and female students in all aspects of self-regulated writing strategies, where female students reported using more self-regulated writing strategies compared to male students.

However, in the current research, only in one domain, namely the Goal-Oriented Evaluation domain, significant differences were found between male and female students. These results are in line with research by Teng and Huang (2019) where significant differences were found in the goal-oriented monitoring evaluation domain. The results were caused by the condition of the participants where female students indeed have higher motivation and awareness of their learning goals compared to male students. Female participants tend to have the habit of asking for advice and seeking feedback which they then use to evaluate and improve their writing results, whereas male students tend to show an indifferent attitude towards their writing results. Therefore, it is important to consider individual differences as a component to increase the effectiveness and development of students' self-regulation writing strategies. Hence, it is proven that in the other 5 domains of self-regulated writing strategies

female students use more writing self-regulation strategies compared to male students, although the difference shown is not significant.



## **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 describe the self-regulated writing strategies of Indonesian secondary school students. A total of 65 students in grade 12 from a secondary school in Yogyakarta, Indonesia have completed and filled out the questionnaire. The finding of the study then revealed that secondary students in Indonesia highly used self-regulated writing strategies specifically in the domain of Metacognitive Judgement. The results also revealed that self-regulated writing strategies, especially in the Goal-oriented Evaluation domain were the strategies that secondary school students in Indonesia rarely used. Moreover, this study also aims to identify the existence of gender in the students' use of self-regulated writing strategies. Then based on the result it is found that female students intend to use more self-regulated writing strategies compared to male students. However, the significant difference between male and female students' use of self-regulated writing strategies was only found in the domain of Goal-oriented Evaluation.

## **5.2. Recommendation**

This research focuses solely on profiling the self-regulated writing strategies used by secondary school students when they write in English. This research also focuses on proving the existence of gender differences in students' use of writing self-regulation strategies. For further research, the researcher suggests conducting other research to prove the effect of using self-regulation strategies in writing on students' writing assignment results. Researchers also suggest that further research expands the test of differences not only limited to gender but can also test differences at the class level as well. This research was also limited by the relatively small number of participants, which only included grade 12 students at a middle school. So it would be better if further research could increase the number of participants to increase insight into students' self-regulation writing strategies.

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## APPENDICES

### Appendix 1

#### Adapted Version of Self-regulatory Writing Strategy Questionnaire (SRWSQ) by Teng, Wang, and Zhang (2022)

Please indicate your own opinion after each statement by circling the number that best describes the extent to which you agree or disagree with the statement.

1=strongly disagree, 2=disagree, 3=slightly disagree, 4=neutral, 5=slightly agree, 6=agree, 7=strongly agree. For example, if you ‘strongly agree’ that “English writing is important”, please circle “7”

<b>English Writing is Important</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b><i>Writing Planning</i></b>							
1. I think about how much time I should spend on each part of the essay. (WP)	1	2	3	4	5	6	7
2. I search for some good words and sentences in mind before writing. (WP)	1	2	3	4	5	6	7
3. I list main ideas or details before writing. (WP)	1	2	3	4	5	6	7
4. I collect relevant materials and do some reading preparation for the writing topic. (WP)	1	2	3	4	5	6	7
5. I plan for my writing based on peer feedback. (WP)	1	2	3	4	5	6	7
6. I plan for my writing based on teacher feedback. (WP)	1	2	3	4	5	6	7
<b><i>Goal-Oriented Monitoring</i></b>							
7. I set up goals to check my writing activities or exercises (GOM).	1	2	3	4	5	6	7

8. I adjust the writing strategies if they are not effective for my writing goals. (GOM)	1	2	3	4	5	6	7
9. I monitor my learning process to find out solutions for my writing goals. (GOM)	1	2	3	4	5	6	7
10. I check my writing progress in order to reach my writing goals. (GOM)	1	2	3	4	5	6	7
11. I check what I have learned from the English courses and what are helpful for writing. (GOM)	1	2	3	4	5	6	7
12. I find myself pausing regularly to think for the best expression for my writing. (GOM)	1	2	3	4	5	6	7
<b><i>Goal-Oriented Evaluating</i></b>							
13. I evaluate what I have learned from the writing activities or exercises. (GOE)	1	2	3	4	5	6	7
14. I evaluate whether I have achieved my previously set goals for writing. (GOE)	1	2	3	4	5	6	7
15. I evaluate my mastery of the knowledge and skills learned in English courses. (GOE)	1	2	3	4	5	6	7
16. I check and revise sentences to ensure content and grammar accuracy after writing. (GOE)	1	2	3	4	5	6	7
17. I put all the words that I have written wrong together for further review. (GOE)	1	2	3	4	5	6	7
18. After writing, I ask someone else to read it and give me feedback. (GOE)	1	2	3	4	5	6	7
<b><i>Emotional Control</i></b>							

19. I calm down and finish the writing exercise even though I do not want to. (EC)	1	2	3	4	5	6	7
20. I tell myself not to worry when taking a writing test. (EC).	1	2	3	4	5	6	7
21. I regulate my mood when I do not know how to write. (EC).	1	2	3	4	5	6	7
22. I continue doing my English writing when I encounter difficulties or challenges. (EC).	1	2	3	4	5	6	7
<b><i>Memorization Strategies</i></b>							
23. I memorize key sentences for my writing. (MS)	1	2	3	4	5	6	7
24. I read the course material over and over again to help me remember them. (MS)	1	2	3	4	5	6	7
25. I read aloud words and expressions taught in English courses to help me remember them. (MS)	1	2	3	4	5	6	7
26. I memorize words through combining them with pictures. (MS)	1	2	3	4	5	6	7
<b><i>Metacognitive Judgement</i></b>							
27. I believe that it is important to complete the writing exercises by myself. (MJ)	1	2	3	4	5	6	7
28. I believe that understanding my strengths and weakness on English writing can lead to better writing performance. (MJ)	1	2	3	4	5	6	7
29. I believe that understanding the meaning of individual words in texts is important for writing. (MJ)	1	2	3	4	5	6	7
30. I believe that studying writing strategies will lead to better writing performance. (MJ)	1	2	3	4	5	6	7



## Appendix 2

### Indonesia Translation of Self-regulatory Writing Strategy Questionnaire (SRWSQ)

<b>English Writing is Important</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Writing Planning</b>							
1. <i>Saya memikirkan berapa lama waktu yang harus saya habiskan disetiap bagian dalam esai.</i>	1	2	3	4	5	6	7
2. <i>Saya mencari kata dan kalimat yang tepat di dalam pikiran sebelum menulis.</i>	1	2	3	4	5	6	7
3. <i>Saya mendata ide utama dan detail lainnya sebelum menulis.</i>	1	2	3	4	5	6	7
4. <i>Saya mengumpulkan materi yang relevan dan melakukan persiapan dengan membaca untuk topik penulisan.</i>	1	2	3	4	5	6	7
5. <i>Saya merencanakan tulisan saya berdasarkan umpan balik (feedback) dari teman.</i>	1	2	3	4	5	6	7
6. <i>Saya merencanakan tulisan saya berdasarkan umpan balik (feedback) dari guru.</i>	1	2	3	4	5	6	7
<b>Goal-Oriented Monitoring</b>							
7. <i>Saya menetapkan tujuan untuk memeriksa aktivitas atau latihan menulis saya.</i>	1	2	3	4	5	6	7
8. <i>Saya menyesuaikan strategi menulis jika strategi tersebut tidak efektif untuk tujuan menulis saya.</i>	1	2	3	4	5	6	7
9. <i>Saya memantau proses belajar saya untuk menemukan solusi untuk tujuan menulis saya.</i>	1	2	3	4	5	6	7
10. <i>Saya memeriksa kemajuan menulis saya untuk mencapai tujuan</i>	1	2	3	4	5	6	7

<i>menulis saya.</i>							
11. <i>Saya memeriksa apa yang telah saya pelajari dari pelajaran bahasa Inggris dan apa yang berguna untuk menulis.</i>	1	2	3	4	5	6	7
12. <i>Saya mendapati diri saya berhenti sejenak untuk memikirkan ekspresi terbaik untuk tulisan saya.</i>	1	2	3	4	5	6	7
<b>Goal-Oriented Evaluating</b>							
13. <i>Saya mengevaluasi apa yang telah saya pelajari dari kegiatan atau latihan menulis.</i>	1	2	3	4	5	6	7
14. <i>Saya mengevaluasi apakah saya telah mencapai tujuan menulis yang saya tetapkan sebelumnya.</i>	1	2	3	4	5	6	7
15. <i>Saya mengevaluasi penguasaan saya atas pengetahuan dan keterampilan yang dipelajari dalam pelajaran bahasa Inggris.</i>	1	2	3	4	5	6	7
16. <i>Saya memeriksa dan merevisi kalimat untuk memastikan keakuratan konten dan tata bahasa setelah menulis.</i>	1	2	3	4	5	6	7
17. <i>Saya mengumpulkan semua kata yang salah tulis untuk ditinjau lebih lanjut.</i>	1	2	3	4	5	6	7
18. <i>Setelah menulis, saya meminta orang lain untuk membacanya dan memberi saya masukan.</i>	1	2	3	4	5	6	7
<b>Emotional Control</b>							
19. <i>Saya menenangkan diri dan menyelesaikan latihan menulis meskipun saya tidak mau.</i>	1	2	3	4	5	6	7
20. <i>Saya berkata pada diri sendiri untuk tidak khawatir saat mengikuti tes menulis.</i>	1	2	3	4	5	6	7
21. <i>Saya mengatur suasana hati saya ketika saya tidak tahu cara menulis.</i>	1	2	3	4	5	6	7

22. Saya terus menulis bahasa Inggris ketika saya menemui kesulitan atau tantangan.	1	2	3	4	5	6	7
<b>Memorization Strategies</b>							
23. Saya menghafal kalimat-kalimat kunci untuk tulisan saya.	1	2	3	4	5	6	7
24. Saya membaca materi pelajaran berulang kali untuk membantu saya mengingatnya.	1	2	3	4	5	6	7
25. Saya membacakan dengan lantang kata-kata dan ungkapan yang diajarkan dalam pelajaran bahasa Inggris untuk membantu saya mengingatnya.	1	2	3	4	5	6	7
26. Saya menghafal kata-kata melalui menggabungkannya dengan gambar.	1	2	3	4	5	6	7
<b>Metacognitive Judgement</b>							
27. Saya percaya bahwa penting untuk menyelesaikan latihan menulis sendiri.	1	2	3	4	5	6	7
28. Saya percaya bahwa memahami kekuatan dan kelemahan saya dalam menulis bahasa Inggris dapat menghasilkan kinerja menulis yang lebih baik.	1	2	3	4	5	6	7
29. Saya percaya bahwa memahami arti setiap kata dalam teks penting untuk menulis.	1	2	3	4	5	6	7
30. Saya percaya bahwa mempelajari strategi menulis akan menghasilkan kinerja menulis yang lebih baik.	1	2	3	4	5	6	7

### Appendix 3

#### Google Form for Questionnaire

## Kuesioner Strategi Regulasi Diri Menulis dalam Bahasa Inggris

Assalamualaikum Wr. Wb.

Perkenalkan saya Shalfa Salsabila, mahasiswa Pendidikan Bahasa Inggris, Universitas Islam Indonesia. Saat ini, saya tengah melakukan penelitian mengenai Strategi Regulasi Diri dalam proses menulis dalam Bahasa Inggris bagi siswa tingkat Sekolah Menengah

Nama \*

Your answer \_\_\_\_\_

Gender \*

Perempuan

Laki-laki

Kelas \*

12 IPS 1

12 IPS 2

Saya bersedia menjadi partisipan penelitian ini. \*

Ya

Next

Clear form

## Appendix 4

### Consent Form



FAKULTAS  
PSIKOLOGI &  
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo  
Kampus Terpadu Universitas Islam Indonesia  
Jl. Kaliurang km 14,5 Yogyakarta 55584  
T. (0274) 898444 ext. 2106, 2114  
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E. [fpsb@uii.ac.id](mailto:fpsb@uii.ac.id)  
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Tanggal : 6 November 2023  
Nomor : 1931/DEK/70/DAA/XI/2023  
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Kepala Sekolah SMA

*Assalamualaikum Wr. Wb*

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

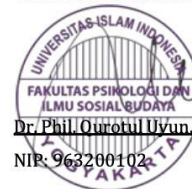
Nama Mahasiswa : Shalfa Salsabila  
Nomor Induk Mahasiswa : 20322072  
Program Studi : Pendidikan Bahasa Inggris  
Pembimbing : Astri Hapsari., S.S., M. TESOL  
Judul Skripsi :

**"Indonesian Secondary School Students' Self-Regulated Writing Strategy: A Small-Scale Study."**

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

*Wassalamualaikum Wr. Wb*

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya  
Universitas Islam Indonesia



Dr. Phil. Ouhil Uyun, S.Psi., M.Si., Psikolog

NIR: 963200102