

**A SURVEY OF SELF-REGULATED WRITING STRATEGIES AMONG
INDONESIAN EFL STUDENTS IN HIGHER EDUCATION**

A Thesis

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



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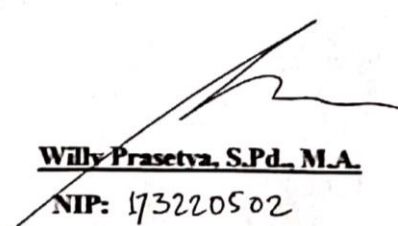
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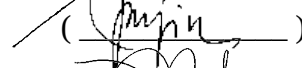
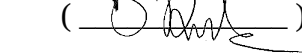
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STATEMENT OF ORIGINALITY

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

Yogyakarta, 7 March 2022

The writer,



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MOTTO

And that there is not for man except that [good] for which he strives. {39} And that his effort is going to be seen. {40} Then he will be recompensed for it with the fullest recompense. {41} And that to your Lord is the finality. {42}.

(Qs. *An-Najm* [53]: 39 – 42)

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Alhamdulillahirobbil'alamin, all praises and blessings be upon Allah *Subhanahu wa Ta'ala* that only for His will am I able to finish this Undergraduate Thesis to obtain Sarjana Pendidikan degree from Universitas Islam Indonesia.

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Not to mention how grateful the author felt to have a family who never stops sending their best prayers. Moreover, such extraordinary friends who support each other despite the pandemic causes more or less limits the circumstances of how classmates usually engage. May Allah *Subhanahu wa Ta'ala* leads us to the best path in the future altogether.

The author of this research fully realizes that this thesis is still far from the term perfect. There are limitations due to the author's knowledge, and what benefits can be taken from this only belongs to Allah's will. Therefore, the author has given a few recommendations that hopefully can benefit further research and the readers who read this paper.

Yogyakarta, 7 March 2022



Laila Mutmainnah

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DEDICATIONS

All praises belong to Allah (may He be praised and exalted), I thankfully and gratefully dedicate this thesis to:

1. My beloved family: Jalaludin Prawira, Lindawati, and Hana Amalia Jannah
2. My beloved aunt: Maulida Rahmatillah
3. All of the family members from Bogor and Jakarta who have supported me mentally and physically
4. And last but not the least, my honorable and beloved supervisor.

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A SURVEY OF SELF-REGULATED WRITING STRATEGIES AMONG INDONESIAN EFL STUDENTS IN HIGHER EDUCATION

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ABSTRACT

Recently, several studies have tried to identify an Indonesian EFL higher education student's writing skills using a variety of writing strategies or methods. The present study aims to identify Indonesian EFL higher education students using self-regulated writing (SWR) strategies in their academic writing. The study was conducted in a quantitative method to 91 respondents using a questionnaire consisting of 60 items on a 5-Likert scale that assessed six dimensions of self-regulated writing strategies by Abadikhah, Aliyan, and Talebi (2018), namely performance, method, social environment, physical environment, time, and motive as an aspect that could measure the student's self-regulated writing. The respondents were students from cohort 2020 who took English Language Education major in a private university in Indonesia. The descriptive analysis showed that the respondents used the strategy of self-regulated writing (3.97), with the performance dimension (4.22) as the highest dimension. In contrast, the respondents used the motive dimension (3.68), the lowest among the respondents. The findings also indicated a probability of the student's low action to seek revision and feedback on the assignments from their peer, suggesting a critical need to promote the students a peer review activity to improve the quality of the paper. The implications of the study were discussed.

Keywords: *EFL writing strategy, self-regulated writing strategies, higher education*

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In the context of English as a Foreign Language (EFL) students at higher education level, writing skills can be seen as one of the keys to successfully finishing their studies. Furthermore, writing instruction, strategy, method, and motivation can be seen as a demanding task to be understood by a pre-service teacher of a writing course who later will apply those aspects to their student's writing activity. Not only do the teachers have an obligation to motivate the students, but it is also essential to guide the process and encourage them to accomplish their work in a predetermined timeline. Previously, various research in the context of writing strategy had been conducted (Zuhairi and Umamah, 2016; Mistar, Zuhairi, and Parlindungan, 2014; Arifin, 2020; Abadikhah, Aliyan, and Talebi, 2018; Umamah and Cahyono, 2020; Ariyanti, Fitriana, and Pane, 2018). The studies used several strategies to measure the student's writing ability, such as cognitive, metacognitive, and social/affective strategies, posterior strategies, Thinking Aloud Protocols (TPAs) strategies, and self-regulated learning strategies. According to the studies, how the students used the writing strategy has a pivotal role to be identified. However, learning how to write could be more demanded to be known by a pre-service teacher since they will need to teach their students how to write (Hammann, 2005). Therefore, acquiring one student's writing skills to enhance the authorial voice of students from several background studies is essential (Abadikhah, Aliyan, and Talebi, 2018).

In Indonesia, many researchers have conducted several studies to identify writing strategies in the academic context. To date, the identification of self-regulated writing strategies at the higher education level is limited (Abadikhah, Aliyan, and Talebi, 2018; Umamah and Cahyono, 2020; Ariyanti, Fitriana, and Pane, 2018). Abadikhah, Aliyan, and Talebi (2018) conducted a study measuring higher education students' writing that used the adopted theory of

Zimmerman's (1989) self-regulated learning strategy in writing. The study showed that the respondents, which were 98 university students majoring in the English Language, implemented the self-regulated writing strategy at a medium to a high rate, encompassing the six dimensions of self-regulated writing (SWR) strategies, namely motive, method, time, performance, physical environment, and social environment (Abadikhah, Aliyan, and Talebi, 2018). Further, Umamah and Cahyono (2020) proved that most of the 45 university students used the social dimension aspects most during the respondent's expository essay writing. On the contrary, the motive dimension was used the lowest. However, only limited studies have paid attention to self-regulated writing strategies in Indonesia. To this extent, defining self-regulated writing strategies used in higher education could positively create insights into improving the students' writing performances.

Nevertheless, the findings from the previous studies showed that SRW strategies play a substantial role in academic writing. However, the study of Indonesian EFL students' strategies, particularly in higher education students, uses the six dimensions Abadikhah, Aliyan, and Talebi (2018), first established by Zimmerman (1898), were still limited. Therefore, the present study will fill the gap by conducting research using a questionnaire that was adopted by Abadikhah, Aliyan, and Talebi (2018) from two research studies (Honeck, 2013; Magno, 2009) consisting of the six dimensions of self-regulated learning strategy in writing namely motive, method, time, physical environment, social environment, and performance dimensions. In the previous study, two professional writers and three experienced EFL teachers (Abadikhah, Aliyan, and Talebi, 2018). Thus, this study was conducted in the English Language for Education Department in a private university in Indonesia.

1.2. Formulation of the Problems

Regarding the topic used in the study area, this study will try to answer a specific question: "What self-regulated writing strategies are used by Indonesian EFL students in higher education?"

1.3. Objective of the Study

The study aims to identify the strategies used by undergraduate EFL students at the higher education level, particularly at the selected private university in Indonesia. Since acquiring skills in writing to accomplish the undergraduate level is essential. Therefore, the author also gave a few possible interpretations and recommendations for the respondents.

1.4. Significances of the Study

In the future, this study can be used by a few parties. For EFL higher education students, this study can be used to reflect their strategy and characteristics while writing an essay. For a writing course teacher, this study can be used as a reference to maintain the aspect of the six dimensions that affect students' writing self-regulation. For further study, this study can be used as a topic reference for future studies conducted in the same significant area.

CHAPTER II

LITERATURE REVIEW

2.1. Self-Regulated Writing Strategies

Zimmerman and Bandura (1994) stated, "*Skill in formulating ideas and expressing them well in written form contributes importantly to success in all types of academic activities.*". In developing self-regulated learning strategy skills in writing, four phases are required—first, the talent to do an observation from experts. *Second* is the ability to perform an imitative performance using guidance and feedback from the model. *Third*, the practical implementation in a routine process as they develop their self-control. *Lastly*, the students adapted the skill of self-regulation, which is placed as the last phase that is proved by an unintentional performance (Zimmerman and Bandura, 1994). Furthermore, Schunk and Zimmerman (2007) stated that amongst these four phases, the first two phases (observe and imitation) depend on the social factor; meanwhile, the rest of the two phases (self-control and self-regulation) rely on the individual characteristics of the student. To this extent, how students implement their self-regulated learning skills in writing that requires social support (expertise, feedback, and guidance) and self-support (continuity and proved by unintentional performance) are essential for their writing performance.

Moreover, defining a self-regulated writing strategy for EFL higher education students continuously plays a significant role in the academic context. Magno (2009) mentioned the relationship between self-regulation and students' approach, consisting of the deep approach and surface approach. This study showed that the deep approach factor is seen as more significant in increasing students' self-regulation variances components than the surface approach, which only increases one aspect, namely memory strategy. To this extent, the definition of self-regulation strategy in terms of internal and external focuses leads to the objection that student's characteristics, social-cognitive conditions, and environmental interaction correspond to each other. However, the internal factors affect the development of the student's writing

improvement. Therefore, students must choose the appropriate strategies considering the internal and external aspects of developing their writing strategy.

Although the success of a student's writing performance is not only measured by their ability to maintain the progress of their writings, self-regulation is still an aspect that may help students seek meaningful experience throughout their academic world. According to a study investigating an adult EFL student's self-efficacy beliefs in writing, Honeck (2013) stated that the respondents constantly criticized their writing ability negatively despite the self-regulatory learning strategies in writing that they have used during their progress. The study also reported that the respondents had a problem generating ideas, unable to create a proper plan, did not make feedback and help-seeking an act, and overestimated the term self-efficacy. On the other hand, a few positive results were also mentioned (Honeck, 2013). To this extent, self-regulation is the term used when a student can design, create, and evaluate their learning progress. In terms of self-regulated writing, they are required not to finish the task but also to acquire an additional skill named self-regulation.

2.2. Review of Related Studies

A study identifying and investigating self-regulated learning strategies in writing has been researched a few times. According to Zimmerman and Bandura (1994), the identification of self-directedness in writing progress needs to be identified since the respondents showed they could not concentrate due to the distractors around them. Moreover, they were also found to have difficulty beginning the writing project (Zimmerman and Bandura, 1994). On the other hand, Diasti and Mbato (2020) identified that using self-regulated learning strategies in writing focuses on motivation. The study showed that higher education students majoring in English Language and Education in the Philippines only used five of six self-regulation strategies: self-consequencing, environmental structuring, goal-oriented self-talk, interest enhancement, and

attribution control. Hence, the sixth strategy, which consists of avoiding procrastination, resulted in the factor that could reduce their self-regulated motivation (Diasti and Mbato, 2020). To this extent, motivating the student's regulation can be seen as a tool to help the students improve their writing performances.

In Indonesia, Ariyanti, Fitriana, and Pane (2018) suggested that enhancing students' writing self-regulation is essential. The study showed that the respondents, who were third-semester university students, used self-regulated learning in writing, classified as 70% used the strategy fairly, 19% highly used the strategy, and only 11% used it in a low manner. In spite, the study mentioned that the respondents were aware of the class activeness and the instruction from their lecturer in a positive way, they also beneficially gained an advantage and had the aspects of behavior, motivation, and emotion control throughout the progress. Umamah and Cahyono (2020) stated that the respondents showed a positive result in using self-regulated writing strategies with the social environment dimension as the highest and motive dimension as the lowest. However, there was a statement that certain aspects of self-regulated writing strategies, namely pre-writing as a scale in the method dimension, goal-setting as a scale in the motive dimension, and self-consequence as a scale in the motive dimension, did not correctly employ by the respondents (Abadikhah, Aliyan, and Talebi, 2018), suggesting to obtain an additional strategy.

Therefore, identifying a higher education student's writing strategy is essential, and both student's internal (self-motivation) and external (social/environmental) support represent a crucial role in improving a student's writing performance. A study of self-regulated writing discusses from the social cognitive perspective, describing self-regulation in terms of writing as a complex skill that compounds not only one but several capabilities to develop a writer's self-efficacy. At this point, each student's ability to maintain their writing self-regulation could be different from one to another. Still, researchers should identify the most dominant factor used to facilitate students in an

appropriate environment, which may also lead to a good outcome. Therefore, the theory of self-regulated writing strategies adopted by Abadikhah et al. (2018) from Zimmerman's (1989) theory can be used to measure the higher education strategies in conducting writing. However, a study that uses the above theory is still limited. Therefore, this study will fill the gap by identifying EFL undergraduate students in a private university in Yogyakarta, Indonesia.

2.3. Theoretical Framework

The present study was guided by a framework that focuses on EFL students' writing self-regulatory context. The theoretical framework is shown in figure 1 below:



Figure 1. Theoretical Framework

The variable of the study is the theory of self-regulated writing strategies by Abadikhah, Aliyan, and Talebi (2018), developed from the theory of Zimmerman's (1989) self-regulated learning strategy in writing. Therefore, the theory of self-regulated writing strategies (Abadikhah, Aliyan, and Talebi,

2018) used as the construct to identify the strategy used by Indonesian EFL higher education students in their writing.

CHAPTER III

RESEARCH DESIGN

The design of the present study will be described in this chapter. Specifically, this chapter will attach several aspects of the survey, including the design of the study, the population and sample, the data collection, and the data analysis technique.

3.1. Research Design

The present study was conducted in a quantitative approach using the form of a survey study. As stated by Check and Schutt (2012), a survey study remains popular with its versatility, efficiency, and generalizability. In addition, Check and Schutt (2012) stated that this method could increase understanding of any educational issue relatively quickly and economically, and the sample can immersively represent the targeted population. Instead of using a qualitative method that is useful to take a deep quality of a topic, the present study will use a quantitative method because the selected method will provide the author with a big picture of a topic requiring a large amount of data. Therefore, the author will obtain the strategies of self-regulated writing used by the students in the chosen area.

3.2. Population and Sample

3.2.1. Population

The population of this study was 114 students from cohort 2020 of the English Language Education Department in one of the private universities in Indonesia. During their previous semesters, they have taken a few courses in terms of writing, namely Paragraph Writing, Essay Writing, and Introduction of Argumentative Writing. However, the present study did not classify the respondents from which courses they had taken. Instead, the author used all of the 114 students from cohort 2020 as the population. Thus, the chosen population was categorized as

accessible since the researcher tends to gain the data from the population mentioned quickly.

3.2.2. Sample

Ponto (2015) stated that sampling is accomplished in a survey study to seek a representative sample in a population concerned. The more comprehensive selection is taken as a representative, the more the response is expected to reflect the total population accurately. Therefore, to meet the minimum required respondents, Slovin's formula is being used as described below:

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

Explanation:

n = Number of samples

N = Population

e = Error rate (5% = 0.05)

$$n = \frac{114}{1 + (114)(0,0025)}$$

$$n = \frac{114}{1,285}$$

n = 88,715 or 89 students

The minimum required sample of the present study is 88,715, or 89 students as the final result since the calculation produces fractions that are necessary to be rounded up.

3.3. Data Collecting Technique

3.3.1. Self-Regulated Learning Strategy Questionnaire (SRLSQ)

This study used a questionnaire initially designed by Abadikhah, Aliyan, and Talebi (2018) from two studies (Honeck, 2013; Magno, 2009). The questionnaire consisted of 60-item, consisting of the six dimensions: social environment, physical environment, performance,

method, time, and motive. Each size consists of different items and scales taken from Zimmerman's (1989) theory. The scales and the items are described in Table 1.

Table 1

Self-Regulated Learning Strategies Questionnaire (SRLSQ) distribution

Dimensions	Scales	Items
Social Environment	Help-seeking	6
Physical Environment	Environmental structuring	5
Performance	Self-evaluation, self-consequence	17
Time	Time-management	8
Method	Task strategies	10
Motive	Goal setting, self-efficacy	14
Total		60

The author will first translate the questionnaire from English to Bahasa Indonesia. After the author's supervisor approves the questionnaire, the author will ask the faculty to provide an application letter to the lecturer of the targeted course before asking about the students' willingness to participate in filling the data. Therefore, the respondents are expected to fill the consent agreement section provided in the first section of the questionnaire before they will fulfill the 60-item-questionnaire on a 5-Likert-scale between 25 to 35 minutes. Since this survey is a voluntary-based fulfillment, the respondents are welcome to leave the Google Form as their concern if they are unwilling to continue the voluntary due to any reasonable issue.

3.3.2. Validity

In the study already conducted by Abadikhah et al. (2018), it has been mentioned that two professional writers and three experienced EFL teachers checked the adopted questionnaire. In this study, the questionnaire items have been checked using SPSS 23 to ensure the

instruments' validity used in this survey study, and the operational definition of each dimension has also been considered. The questionnaire items have been checked and proved that all items were considered valid since they were not of them scored below the minimum required score.

3.3.3. Reliability

The questionnaire has reliability (0.95), showing that the questionnaire used is valid and categorized as highly reliable. Since the function of the questionnaire is to assess the respondents who will fulfill it, the writer will first translate the items from English to Indonesian to make sure that the respondents fully understand the question being questioned. Later, the respondents can read the items in Indonesian when fulfilling the questionnaire.

3.4. Data Analysis Technique

The analysis of the questionnaire will use several steps to analyze the present study:

1. First, the author will collect sufficient data about literature in the context of Self-Regulated Learning (SRL) and Self-Regulated Writing (SRW) strategies.
2. Thus, the collected data was checked by supervisors and analyzed using the SPSS 23 software analysis.
3. The analyzed data was explained using descriptive statistical techniques using the dominant population by referring to the previous studies and theorists that have been provided.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter covers the findings and the discussion of this study. After collecting the data, the author will discuss the findings, descriptive analysis, and interpretation of the results.

4.1. Research Findings

This study tries to answer a specific question: "What self-regulated strategies are used by Indonesian EFL students in higher education?". Therefore, a Self-Regulated Learning Strategies Questionnaire (SRLSQ) adopted by Abadikhah, Aliyan, and Talebi (2018) has been spread to the respondents (n=91) through an online form. The author analyzed the data using descriptive statistics to answer the question above. The analysis aims to measure the mean score of the overall strategies to find the item using the most and the item used the least by the respondents.

4.1.1. The Ratio for the Overall Dimension

The results consisted of the respondents' Self-Regulated Learning Strategies Questionnaire (SRLSQ). At the end of the data collected session through the questionnaire, 91 respondents fulfilled the questionnaire.

Table 2

Ranking of the Six Self-Regulated Writing Strategies Dimensions

Self-Regulated Writing Strategy Category	N	Mean	STD	Rank
Performance	91	4.22	.59	1 (High)
Method	91	4.19	.56	2 (High)
Social Environment	91	4.16	.56	3 (High)
Physical Environment	91	3.79	.97	4 (High)
Time	91	3.73	.71	5 (High)
Motive	91	3.68	.73	6 (High)
Overall		3.97		High

Table 2 shows the strategy used from the highest rank with a mean score of 4.22 in the performance dimension to the lowest with a mean score of 3.68 in the motive dimension. According to Oxford (1990), the use of the writing strategy is considered high if the mean rate is between 3.45 and 5.00. It is moderate if the rate is between 2.45 and 3.44 and considered low if between 1.00 and 2.44. The result proved that the students who fulfilled the questionnaire used the SRW strategies with high frequency (3.68–4.22). Accordingly, the overall mean score of the six dimensions (3.97) indicated that the students highly use self-regulated writing strategies. The author will examine the findings on the six dimensions: social environment, physical environment, performance, method, time, and motive. The findings of the items of each dimension was reviewed as follows.

4.1.2. Performance Dimension

As seen from the first three items (item number 12, 14, 16) in Table 3, the respondents indicated that they are open to receiving any feedback to improve their writing. Moreover, the highest mean score of the performance dimension is 4.60, with 62 respondents (68.1%) stating 'strongly agree' with the statement (item 14). On the other hand, there is a possibility that the respondents were not proactively sought feedback independently. Based on the statements in items number 13, 15, 18, and 19, the items that showed their intention to seek feedback were individually used at a moderate level since they were spread prevalently in the table. In addition, the aspects of rewarding themselves if they finished some writing assignments (item 17, 21, 22, 24, 27, 28) and the aspect which showed the goals they control throughout the writing (items 23, 25, 26) revealed not dominantly used by the respondents.

Table 3

Descriptive statistics for the performance dimension

No	Questionnaire Item	N	Mean	Std. Deviation
14	I am open to feedback to improve my writing.	91	4.60	.63

16	I am open to changes based on the feedback I received.	91	4.58	.61
12	I listen attentively to people who comment on my writing.	91	4.50	.67
13	I ask for feedback on my writing performance from someone who is more capable.	91	4.49	.67
17	I make a deal with myself that I get a certain amount of the writing done I can do something afterwards.	91	4.40	.80
21	I tell myself I can do something I like later if I, right now, do the writing I have to get done.	91	4.31	.84
15	I ask others what changes should be done with my writing.	91	4.28	.95
20	I welcome peer evaluations for every writing output.	91	4.28	.79
18	If I am having a difficulty in writing, I inquire assistance from an expert.	91	4.25	.90
23	I browse through my past writing outputs to see my progress.	91	4.21	.85
22	I promise myself I can do something I want later if I finish the assigned writing now.	91	4.20	.98
25	I monitor my improvement in writing tasks.	91	4.18	.86
28	I take note of the improvements on what I write.	91	4.13	.90
26	I evaluate my accomplishments at the end of each writing session.	91	3.97	1.05
24	I set a goal for how much I need to write and promise myself a reward if I reach that goal.	91	3.92	1.07
19	I ask others how my writing is before passing it to my professors (lecturer).	91	3.72	1.13
27	I promise myself some kind of a reward if I get my writing done.	91	3.64	1.18

Note. The above data has been ordered from the highest to the lowest.

4.1.3. Method Dimension

As in Table 4 regarding the method's dimension, the respondents showed they most likely preferred to revise their paper independently if they did not content with it (4.58). In contrast, the peer editing strategy placed the lowest (3.25). Since the classification of method in this study refers to task strategies -before, in doing so, and after-, there is no significant proof that the respondents are either focused on the preparation more before they start to write or tend to manage what they have written without concerning the other step beforehand.

The respondents' strategy to revise their works (item 30) and the fact that they read along with what they have written (item 34) placed as the two highest items (4.58 and 4.51) proved that they are likely to put their attention to the writing activity during the process. Meanwhile, items that show their process before the writing starts (items 32, 33, 35, 36, 38) are placed in the middle. Additionally, the respondents' intention to ask somebody to review or evaluate their writings (items 29, 31, and 37) seems to be used the least.

Table 4

Descriptive statistics for the methods dimension

No	Questionnaire Item	N	Mean	Std. Deviation
30	I revise my paper if I do not content with it.	91	4.58	.59
34	I reread my work several times to find errors in my writing.	91	4.51	.70
35	I brainstorm (i.e., listing thoughts as they come to you) for ideas before I write.	91	4.25	.88
32	I create a draft before writing the final paper.	91	4.21	.90
33	I create outlines (physically or mentally) before I write.	91	4.42	.77
29	I proofread my work.	91	4.13	.60
31	I ask tutors to evaluate my writing and give suggested revisions.	91	4.03	1.08
36	I free-write (i.e., writing about the subjects without worrying about sentence structure) to get out my thoughts.	91	3.94	1.09
38	I use graphic organizers (e.g., tree diagrams) to organize my ideas.	91	3.35	1.23
37	I ask my peers to edit my writing.	91	3.25	1.21

Note. The above data has been ordered from the highest to the lowest.

4.1.4. Social Environment Dimension

As shown in Table 5, the results of the items clarified that the respondents are unlikely to choose to collaborate in a group or a peer work (items 1, 3, 6). Nevertheless, there is an indication that they tend to depend on the sources they found by themselves more (items 2, 4, 5). This result is in line with the previous item in Table 4, where the least method used by the respondents is to ask their peers to edit their writing. However, the distribution of the items between the

strategy to gather information by themselves and find sources from other parties is prevalent. The result indicated that the respondents seem to use both the social environments strategies in seeking help from others and within themselves equally.

Table 5

Descriptive statistics for the social environment dimension

No	Questionnaire Item	N	Mean	Std. Deviation
2	I use library sources and the internet to find the information I want.	91	4.66	.56
1	I call/text a classmate about the writing homework that I missed.	91	4.29	.95
5	I use a variety of sources in making my paper.	91	4.31	.64
3	I am looking for a friend whom I can have an exchange of writing questions with.	91	4.00	1.05
4	I take my own notes in writing class.	91	3.91	.86
6	I enjoy group writing work because we help one another	91	3.82	1.09

Note. The above data has been ordered from the highest to the lowest.

4.1.5. Physical Environment Dimension

The physical environment dimension in Table 6 shows the participant's strategy in controlling the physical distractors surrounding them. The result shows that the respondents mostly used item number 10 about switching off the TV or mobile phone to concentrate on their writing. Meanwhile, they probably did not avoid watching television and using the internet when they have pending homework (item 11). Further, item 9, as the lowest strategy in this dimension, showed a probability that the respondents did not feel troubled to hear sounds when they were writing. Despite this, the respondents seem to use the strategy to isolate themselves from the place with unnecessary voices (8) in a high manner. As follow, item 7, placed precisely in the middle, showed the possibility of how they used the physical environment strategy regarding the exposure of the environment as a non-dominant aspect.

Table 6***Descriptive statistics for the physical environment dimension***

No	Questionnaire Item	N	Mean	Std. Deviation
10	I switch off my TV or mobile phone for me to concentrate on my writing.	91	4.56	1.19
8	I isolate myself from unnecessary noisy places.	91	4.28	1.11
7	I can't study nor do my writing homework if the room is dark.	91	4.03	1.20
11	I avoid watching TV or using the Internet if I have a pending writing homework.	91	3.59	1.33
9	I don't want to hear a single sound when I am writing.	91	3.48	1.45

Note. The above data has been ordered from the highest to the lowest.

4.1.6. Time Dimension

As presented from the eight items in Table 7, the most dominant item indicated that the respondents showed they strive to keep up with the weekly writing assignments for the writing course with a mean score value of 4.60 (item 40). As the lowest score (item 44), the respondents presumably showed a low utilization to list what they had to write each day. However, there is a possibility that they dealt more with their thoughts about factors that could affect their overall course (items 39 and 40). The respondents seem to find it hard to adjust to the courses' schedule (item 41), yet they were trying to manage their time correctly at an average level (item 42). Thus, the respondents' strategy to make a schedule, plan, and list their assignments (item 43, 44, 45, 46) is not dominantly used since the items spread from the fourth to the last of the overall table.

Table 7***Descriptive statistics for the time dimension***

No	Questionnaire Item	N	Mean	Std. Deviation
40	I make sure I keep up with the weekly writing assignments for the writing course.	91	4.60	.66
39	I attend my writing class regularly.	91	4.52	.83
41	I find it hard to stick to a writing schedule.	91	3.69	1.06

43	I make a schedule of the writing activities I have to do on workdays.	91	3.54	1.14
42	I make good use of my study time (e.g. 5:00-7:00 p.m.) for writing assignments.	91	3.53	1.15
45	I spend my time each day planning for writing.	91	3.49	1.11
46	I write a set of goals (including writing one or two paragraphs) for myself (not for assignment) each day.	91	3.45	1.20
44	I make a list of the things I have to write each day.	91	3.40	1.22

Note. The above data has been ordered from the highest to the lowest.

4.1.7. Motive Dimension

In the motive dimension, as shown in Table 8, the respondents showed a possible, solid agreement for their ability in writing detailed paragraphs which can support their ideas in the topic sentences or the main ideas of their writing (item 50). However, there is also a possibility that the respondents used the strategy to make a detailed schedule through their writing activities (item 60) at a low rate. The result can also be regarded as this: First, the students show high self-confidence through their ability in the process that utilizes their writing skills (items 47, 48, 50, 51, 54, 57, 58). Second, the respondents also showed a moderate level in generating ideas for their paper, shown from items 43 and 55 placed in the middle. Last but not least, there is a low indication of using self-motivation as a dominant role in taking control of their writing assignments (items 49, 52, 56, 59, 60). The overall dimensions showed there is a possibility that the respondents did not deliberately plan their writing tasks throughout the semesters. This result provides a good reason why the motive dimension placed last (3.68).

Table 8

Descriptive statistics for the motive dimension

No	Questionnaire Item	N	Mean	Std. Deviation
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50	I can write paragraphs with details that support the ideas in the topic sentences or main ideas.	91	3.94	.84
51	I can write the proper conclusion of an essay.	91	3.90	0.90
53	I can get ideas in a clear manner by staying focused without getting off the topic.	91	3.84	.82
47	I can write a proper introduction to an essay.	91	3.83	.84
54	I can edit essays throughout the writing process.	91	3.82	.93
58	I can write a well-organized and sequenced paper with a good introduction, body, and conclusion.	91	3.81	.81
52	I keep track of everything I have to write in a notebook or on a calendar.	91	3.72	1.06
48	I can complete a writing task without difficulty by the due date.	91	3.64	1.14
55	I can easily generate ideas to write about.	91	3.64	.99
57	I can write on an assigned topic without difficulty.	91	3.62	.95
56	I use a planner to keep track of what I am supposed to accomplish.	91	3.58	1.05
49	I make a timetable of all the writing activities I have to complete.	91	3.46	1.12
59	I plan the things I have to write in a week.	91	3.37	1.26
60	I make a detailed schedule of my writing activities.	91	3.32	1.32

Note. The above data has been ordered from the highest to the lowest.

Therefore, more discussions and correlation from the previous studies were discussed as follows.

4.2. Discussion

The results of the descriptive analysis of the used questionnaire have found that the respondents used the SRW strategy in writing their essays at a high rate (3.97). The performance dimension used the highest (4.22), and the motive dimension was the lowest (3.68). Therefore, the six dimensions: performance, method, social environment, physical environment, time, and motive of the self-regulated writing strategies (Abadikhah, Aliyan, and Talebi, 2018) developed by Zimmerman (1989) could positively measure the EFL higher education student's writing strategies.

The first strategy that the students mostly use is the performance strategy. This strategy is divided into two scales: self-evaluation and self-consequences, consisting of seventeen items. The first three items from the performance strategy and the least strategy have similar results to the previous study conducted by Abadikhah, Aliyan, and Talebi (2018), showing a good openness among the respondents toward the feedback they received. The indication is in line with Ariyanti, Fitriana, and Pane's (2018) statements that students in the writing course acted positively and were aware of the importance of responding to their lecturer's instruction and willingly accepting feedback from them. On the other hand, the students showed they were not proactively asking for the feedback themselves, indicating that they still used feedback as a passive tool throughout their paper. Moreover, they seem to not dominantly expect rewards even from themselves when they finish their writing—showing a possibility that finishing their writing itself can be seen as enough for their writing performance. The result of this study is different from the result of Diasti and Mbato (2020), which shows the respondents highly used self-consequence when they had progressed in their writing.

The students' second most used strategy is the method strategy, which consisted of the task strategies scale of 10 items. This result in this dimension, particularly the highest item used by the respondents, is also related to the study conducted by Abadikhah, Aliyan, and Talebi (2018). However, the last item used by the respondents in this strategy, the statement of peer editing, also becomes the minor item used in the overall strategies. Relating to the highest item in this method strategy, the respondents showed that they preferably revised their work themselves or asked for help from their lecturer instead of asking for help from their friends. As Zimmerman and Moylan (2009) stated, three phases are needed to become a self-regulated writer: planning, performance, and evaluation. Therefore, the respondents focused on the performance aspects in this study instead of the other two aspects. The result also explained why the evaluation and planning items were rated lower in this dimension.

The respondents' third strategy covers the help-seeking scale, which encourages students to choose their learning models selectively (Abadikhah, Aliyan, and Talebi, 2018). As in the two previous studies (Abadikhah, Aliyan, and Talebi, 2018; Umamah and Cahyono, 2020), the result showed a similar yet different kind of social strategy than the present study. As in the previous study, the respondents showed the same social strategy to call or text their classmates and had low intention to do group writing work. The present study also showed that the respondents chose the group writing work item as the least. However, it is shown that the strategy to contact their classmate, which the respondents also use in other studies (Mbato and Cendra, 2019) placed after they depend on their writing on the progress by seeking library sources.

The fourth strategy used by the respondents is the physical environment strategy. The strategy consisted of five items and a scale named environmental structure. According to Diasti and Mbato (2020), environmental structuring provides a comfortable environment to complete one task. The study also indicated that unnecessary sound and distractors need to be minimized to create a condition where the participant can focus on their paper, and only a few people used to listen to music when they were writing their thesis (Diasi and Mbato, 2020). In the present study, the respondents showed a high indication that they removed distractors including in choosing the place where it is quiet, and a few of them still (but very little) choose to be able to hear sounds (i.e., music, small chats in the library) throughout their writing activity. It is also applied in this study where they did not feel troubled to hear sounds, yet they also set the unnecessary voices apart from themselves.

The fifth strategy that was used the most by the respondents was the time strategy which consisted of eight items and a time-management scale. There are several impressive results of how the students thought in managing their time regarding this strategy. The participant's perception of their assignment and class seems higher than their intention to determine their daily progress. In other words, there is a possibility that they have no clue about what they should do daily, and they prefer to focus on following the class flow or the lecturer's

instruction. The result can be seen as accurate because it is similar to the other two previous studies (Abadikhah, Aliyan, and Talebi, 2018; Umamah and Cahyono, 2020). The term 'each day' consisted of three items (44, 45, 46) that remained placed the least. However, the participant's willingness to do their best is also proved by the statement (I make good use of my study time (e.g., 5:00-7:00 p.m.) for writing assignments) placed in the middle.

The least strategy used by the participant is the motive strategy consisting of 14 items and two scales, namely goal-setting and self-efficacy. Goal-setting has shown a positive impact on the respondents' motivation in writing (Diasti and Mbato, 2020). Therefore, Mbato and Cendra's (2019) study proved that their strategy to enhance students' self-efficacy affects the participant's motivation. However, there must be some reason why this strategy placed the lowest among the overall six dimensions. As a result, the respondents showed reasonable confidence and good self-trust that they believed they could write a paragraph well. On the other hand, they did not intend to plan their writing in a detailed timetable or schedule. In addition, to improve the motivation rates of the respondents, the adjustment between their belief and their self-planning on their writing assignment seems necessary.

CHAPTER V

CONCLUSION AND RECOMMENDATION

After elaborating on the above findings in the previous chapter, the summary and future study recommendation based on the descriptive analysis result will be explained below.

5.1. Conclusion

Since this study aimed to identify the self-regulated writing strategies used the most by the respondents, 91 students in total voluntarily participated in filling the Self-Regulated Learning Strategy Questionnaire (SRLSQ). The final result of this study concluded that the respondents showed a high rate of use of the self-regulated writing strategies in their academic writing, with a mean score of 3.68. The most used strategy with a mean score of 4.22, which is the performance dimension, indicated that they were aware of performing a good act by using self-consequence and self-evaluation to improve their paper and self-regulated writing ability —showing the trust they put in themselves in finishing the assignment using reflective and consequence points of view. Therefore, the respondents were likely to prefer individual work instead of getting help from a peer, referring to the result of performance, method, and social environment dimensions. However, the three dimensions that ranked higher were the dimensions that consisted of the involvement of others. In contrast, the three other dimensions that were placed lower are the dimensions that consisted of the participant's technique to manage the aspects of the physical environment, time, and motive. Recommendation for further study was explained as follow.

5.2. Recommendation

This study provided empirical data that can be used as a reference by at least three small educational practitioners at the chosen university: the writing course students, the writing lecturers, and the future authors or researchers in the same field. The writer tends to make a few recommendations as follows:

1. The students create a detailed target of their writing progress and collaborate with peers.
2. The writing course teacher communicates more about what the course expects from the students.
3. The author recommended exploring the same research context for future study to gain more insight into undergraduate EFL students' self-regulated writing strategies.

Thus, there is a possibility that the three dimensions that are placed lower need more attention to be evaluated. The evaluation can be done by the respondents themselves or even by the course lecturer. On the other hand, it is also possible to strengthen the three dimensions placed higher to help the respondents improve the lower dimensions.

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