

**UNDERGRADUATE STUDENTS' SELF-REGULATION IN RESPONDING
FEEDBACK IN WRITING CLASSES**

An Undergraduate Thesis

Presented to the Department of English Language Education

as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree

in English Language Education



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FEEDBACK IN WRITING CLASSES

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RATIFICATION SHEET

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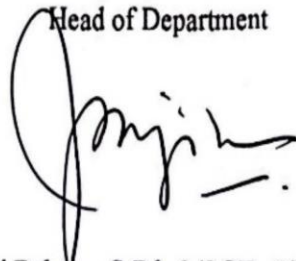
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STATEMENT OF WORK'S ORIGINALITY

I hereby declare that this undergraduate thesis entitled "Undergraduate Students' Self-Regulation in Responding Feedback in Writing Classes" is entirely my own work. It has not been previously submitted for any degree or diploma at any other university or academic institution. All sources used and references made have been properly acknowledged in accordance with academic standards.

Yogyakarta, 23 July 2025



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MOTTO

"Success is not the key to happiness. Happiness is the key to success.

If you love what you are doing, you will be successful."

- Albert Schweitzer-

DEDICATIONS

First of all, with a heart of gratitude and humility, I would like to first dedicate this thesis to Allah SWT, the Lord of all knowledge and life. Throughout the entire process (joys and sorrows) of completing this thesis, Allah has given me strength, patience, and peace of mind. I also dedicate this work to my beloved parents, Medira Feriyenti and Junaidi, who have been the mainstay in every step of my life with their love, devotion, and constant prayers. Thank you for your sacrifices, hard work, and irreplaceable love. Without your blessings and prayers, I would not have been able to accomplish this. I also would like to extend my deepest gratitude to my supervisors, Ms. Rizki Farani and lecturers in the English Language Teaching Program at Universitas Islam Indonesia, your knowledge, guidance, and patience have helped me grow into a more critical thinker and responsible person in the academic world. I am also deeply grateful to my comrades-in-arms who have been my friends, discussion partners, and encouragers during the writing of this thesis and when I faced difficult situations in class. Your unity has given an unforgettable color to my academic journey. Finally, I dedicate this work to myself as a token of gratitude for my patience, the courage to grow, and the willingness to learn from mistakes and failures. This journey has not been easy, but I am grateful for not giving up when I was at my lowest point. May this simple work be the beginning of my devotion to science and education, and become a Jariyah charity that brings blessings in the future.

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Additionally, I humbly acknowledge that this thesis is far from perfect and still requires further improvement. Therefore, constructive suggestions and recommendations are sincerely welcomed. It is my earnest hope that this work will be beneficial to its readers and contribute meaningfully to the field.

Aamiin Ya Rabbal 'Alamin.

Yogyakarta, 23 July 2025



Sesmitha Junapril

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**UNDERGRADUATE STUDENTS' SELF-REGULATION IN
RESPONDING FEEDBACK WRITING CLASSES**

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ABSTRACT

This study aims to investigate undergraduate students' self-regulation in responding to feedback for writing classes in the context of English as a Foreign Language (EFL). The study used a descriptive qualitative approach. The participants are two final-year EFL university students from a private university in Yogyakarta. They were selected based on the criterion that they had completed all writing courses in their undergraduate degree. Data were collected through semi-structured interviews recorded in Bahasa Indonesia based on Zimmerman & Risemberg's theory (1997) of self-regulated learning. Data were analyzed through thematic analysis. The result showed that participants actively applied self-regulation strategies such as goal setting, planning, self-monitoring, and reflection during the drafting and revising process. Prior writing experiences and emotional responses, also influenced how they understood and used feedback. Participants with higher self-regulation skills showed greater autonomy and improvement in their writing performance. Furthermore, participants viewed feedback not only as a form of evaluation but also as a source of learning, especially when the feedback was constructive and aligned with their writing goals. These findings have important implications for writing pedagogy in EFL contexts, emphasizing the need for structured guidance that supports students' development of self-regulation.

Keywords: EFL writing, Feedback, Self-regulation.

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

EFL students often struggle with the writing process due to the complexities of language acquisition and the demands of academic writing. Self-regulation, which includes goal setting, self-monitoring, and self-reflection, can empower students to manage their learning processes more effectively (Zimmerman & Risemberg, 1997). Feedback, both formative and summative, plays a crucial role in guiding students towards better performance. However, the effectiveness of feedback largely depends on the students' ability to engage with it, which is influenced by their self-regulation skills. Research by Li & Zhang (2021) have shown that students with higher self-regulation skills are better able to use feedback constructively to enhance their writing

Previous study has examined extensively at the impact of self-regulation on learning outcomes, as well as the importance of feedback in the educational process. For example, Brown (2004) noted that including feedback into the learning process assists students in recognizing their misconceptions and understanding the requirements for outstanding work. According to Brookhart (2011), tailoring feedback to learners' requirements promotes self-regulation and improves performance. Butler & Winne (1995) suggested approaches that combine external input with students' internal views to improve self-regulation and academic achievement. (Hwang, 2025) emphasized the significance of written feedback in

academic writing, recommending that feedback mechanisms be tailored to students' preferences and self-regulation skills.

However, most previous studies have widely focused on quantitative methods in order to explore students' self-regulation in responding to feedback during the EFL writing classes, such as the studies by Teng et al. (2022) and Yang et al. (2022). Additionally, research by Jackson (2018) primarily utilized surveys with Likert-scale items to quantify students' self-regulatory control strategies and their self-evaluated writing proficiency. There is a lack of descriptive qualitative data on undergraduate students' self-regulation in responding to feedback in EFL writing classes. Thus, the purpose of this study is to investigate undergraduate students' self-regulation in responding to feedback during the EFL writing classes using a qualitative approach.

1.2 Identification of the problem

Research on self-regulation in writing, particularly about feedback, remains limited, especially within the context of English as a Foreign Language (EFL) in Indonesia. While self-regulation has been widely explored in broader educational contexts, studies focusing specifically on how students regulate their responses to writing feedback are still relatively scarce at the university level in Indonesia. Moreover, numerous studies mostly utilize quantitative approaches to examine students' self-regulation in diverse academic settings, such as EFL writing (Teng et al., 2022; Yang et al., 2022). These studies frequently give more importance to numerical data than qualitative insights, which may result in the neglect of the

intricate features of self-regulation processes. Although there is a significant amount of research on self-regulation, there is a noticeable lack of studies that use descriptive qualitative approaches to thoroughly examine the complexities of students' self-regulation, specifically in relation to how they dealing with feedback in English as a Foreign Language (EFL) writing. Qualitative approaches can provide in-depth and comprehensive understanding of students' experiences, views, and strategies, which quantitative data alone may not fully represent.

The study aims to address this gap by using a qualitative approach to investigate the self-regulation strategies used by EFL students during the writing process, particularly in reaction to feedback.

1.3 Limitation of the problem

The study focuses on identifying the problem within a university setting, where students are given the responsibility of improving their writing skills for their future professional pursuits. The current matter concerns the comprehension of the self-regulation techniques employed by English as a Foreign Language (EFL) students when they engage in writing, specifically examining their reactions to feedback. The study seeks to thoroughly investigate the self-regulation behaviors of these individuals and their interaction with feedback by utilizing a qualitative research approach. It is important to note that the scope of self-regulation in this study is deliberately confined to students' processes in writing and their responses to feedback, rather than broader constructs such as overall engagement or motivation. Nevertheless, it is important to recognize specific constraints. Firstly,

the study's limited scope within a university may restrict the applicability of its findings to wider populations of English as a Foreign Language (EFL) learners outside of academia. In addition, the use of qualitative techniques may present difficulties in terms of potential researcher bias and subjectivity when interpreting data. Furthermore, the narrow emphasis on feedback just within the writing process may fail to consider the wider range of feedback sources and how they influence self-regulation. Although there are certain limitations, the study aims to provide insights into the complexities of self-regulation in English as a Foreign Language (EFL) writing. This will help improve teaching and learning methods in this area.

1.4 Formulation of the problem

How are students' self-regulation when responding to feedback in EFL writing classes?

1.5 Objectives of the study

This study would like to discuss students' self-regulation in responding feedback for the writing classes.

1.6 Significance of the study

The significance of conducting this research extends beyond theoretical insights to encompass practical benefits for various stakeholders within the academic community. For students, the study's findings hold the potential to provide students with improved learning experiences and enhanced writing outputs.

By discovering efficient self-regulation techniques and their correlation with feedback involvement, students can acquire valuable understanding of how to traverse the writing process more efficiently, ultimately promoting increased independence and self-confidence in their academic pursuits. In addition, the recognition of appropriate tactics that are relevant to the context and sensitive to different cultures can enable students from diverse linguistic and cultural backgrounds to succeed in English as a Foreign Language writing situations, leading to fairer educational results. The research offers significant information for pedagogical approaches in English as a Foreign Language (EFL) writing classes, benefiting lecturers and instructors. Through a comprehensive understanding of self-regulation in responding to feedback in writing classes, educators can enhance their teaching methods and customize instructional interventions to effectively address the requirements of their students. To enhance students' writing growth, it is necessary to use specific feedback mechanisms, assist in the development of self-regulatory skills, and incorporate reflective activities into the curriculum. Consequently, instructors have the ability to cultivate a more lively and captivating educational setting that promotes the development of students' writing skills. Moreover, the study has the potential to yield advantages for academic departments and institutions in their entirety. The research enhances the department's reputation for academic excellence and innovation by providing evidence-based insights into effective teaching and learning techniques in EFL writing training. In addition, by providing students with the essential skills and abilities required to excel in academic and professional environments, the department may increase its impact

on the wider educational community and foster favorable student results. In summary, the research's theoretical and practical contributions come together to enhance the academic environment, promoting a culture of ongoing progress and excellence in teaching English as a Foreign Language (EFL) writing.

CHAPTER 2

LITERATURE REVIEW

2.1. Self-regulation in English as Foreign Language

In this study, the concept of self-regulation refers to the definition from (Zimmerman & Risemberg, 1997), self-regulation is the extent to which people actively participate in their own learning processes by organizing, observing, and assessing their affective and cognitive behaviors. Moreover, several studies support the statements which show that self regulation is the ability of students to control their own learning processes, including goal-setting, progress tracking, and strategy modification to meet goals, known as self-regulation (Zimmerman, 2002). Because it gives students the ability to take charge of their own education, this involves setting up their study schedules, looking for materials, and assessing their development (Zimmerman, 2008). It supports pupils' persistence and motivation, particularly in the face of challenges like learning new vocabulary or grasping complex grammatical rules. Self-regulated students are more likely to use active learning techniques, including reading frequently, practicing speaking with classmates, and listening to English-language media.

Undergraduate students' self-regulation in responding to feedback in EFL writing classes is a critical area of study, particularly in understanding how students interact with and benefit from feedback in their writing. According to Yang & Zhang (2023), the research highlights that skilled self-regulators demonstrated higher levels of cognitive, behavioral, and affective engagement compared to less-skilled

self-regulators. This indicates that students' ability to manage their learning processes affects their responsiveness to feedback.

Moreover, according to Schunk's (2012) research emphasizes how self-efficacy beliefs affect motivation and effort in self-regulated learning. Improved outcomes are attained by learners who can efficiently manage their learning process, as outlined in Zimmerman's Cyclical Model (Zimmerman, 2008). This cycle model places a strong emphasis on goal-setting, progress tracking, and strategy adaptation in response to feedback. Research by Jackson (2018) found that students with higher self-regulatory control tend to rate their English writing proficiency more positively. The findings imply that students with higher self-regulation levels typically perform better in writing assignments and are more willing to complete them. Furthermore, the study discovered that students' personality traits, such as agreeableness and extraversion, also greatly impact their ability to self-regulate and write well. Additionally, this is further supported by Chen et al. (2022), who observe that students who engage in self-regulation techniques like goal-setting and self-monitoring generally perform better because they modify their learning strategies to fit their changing needs. This process-oriented method encourages more motivation, perseverance, and learning autonomy in addition to improving language proficiency. As feedback has frequently been referred to as a catalyst for increasing learning achievement (Hattie & Timperley, 2007). It is expected that teacher feedback will lead to students adopting self-regulatory strategies to improve their writing.

2.2. Self-regulation EFL Writing process

As mentioned by Zimmerman & Risemberg (1997) because writing tasks frequently require self-initiated planning and persistent effort, proficient writing has an inherent connection with high levels of self-regulation. Additionally, Zimmerman & Bandura (1994) discovered that students' perceived self-efficacy attitudes about their academic achievement and self-regulation of writing could predict their final writing course grade. Their findings showed that students with higher levels of self-efficacy set higher writing goals and worked more to enhance their writing quality. As a result, studies have investigated how skilled and less skilled writers use SRL strategies differently, and the results have always shown that self-regulated learners apply behavioral, motivational, and metacognitive strategies in a methodical way (SASAKI et al., 2018; Hu & Gao, 2018).

According to Yang & Zhang (2023), SRL-based feedback practices can effectively support EFL learners in developing self-regulated writing strategies, improving their writing skills, and fostering a positive attitude towards writing. Also, recent studies have shown a significant increase in interest in examining the implications of self-regulation for writing proficiency, given its accepted importance in the writing process particularly in the context of learning foreign languages (Chen et al., 2022; Jackson, 2018).

Engaging with feedback during the EFL writing process requires effective self-regulation, as emphasized by Cheng & Liu (2022) they demonstrated that self-regulation is essential. Their research revealed varying degrees of engagement across cognitive, behavioral, and affective aspects across proficient and less

proficient self-regulators. The results imply that students' awareness of and ability for interpreting feedback, their responsibility in turning feedback into manageable behaviors, and their readiness to carefully consider and react to feedback with appropriate strategies are all contributing factors to their successful interaction with it. Moreover, according to Zhang (2024) Self-regulation assists in the retention of knowledge in long-term memory, the integration of new information with previous learning frameworks, and the organization of knowledge coherently. Additionally, it helps students overcome challenges and cultivate optimistic, inspiring viewpoints.

2.3. Review on Relevant Studies

To support this research, the researcher also reviewed several relevant studies that talk about the similar topic. Teng et al. (2022) used a quantitative approach to examine the relationship of self-regulated learning on EFL writing proficiency using the Writing Strategies for Self-Regulated Learning Questionnaire (WSSRLQ). Their study shows that students who actively engaged in self-regulation strategies like self-monitoring and self-evaluation showed better performance in writing tasks than those who did not.

Additionally, Yang et al. (2022) had quantitative research that involved pre-tests post-tests along with quick surveys to explore the role of self-regulation in EFL writing improvement. Their research shows that students who practiced self-regulation indeed had more significant improvements in their writing performance.

They also made more effective use of feedback compared to those who did not engage in self-regulation.

Many studies emphasize the importance of self regulation in enhancing how students respond to feedback in writing classes. For example, studies show that learners who exhibit self-regulation are more likely to engage with feedback productively and enhance their learning results. Similarly, Abadikhah et al. (2018) explored EFL students' views towards self-regulated learning practices in academic writing, emphasizing the necessity of self-regulation in developing writing abilities. The research demonstrated how self-regulated learning improves academic achievement. Students who demonstrate self-regulation abilities are more capable of managing their study time effectively. In addition, according to Yang & Zhang (2023), the study on self-regulation related to feedback in EFL students found that proficient self-regulators had greater levels of metacognitive operations and used meticulous feedback-based planning and revision techniques. In contrast, less self-regulated participants were less conscious of planning strategies and tended to rely more on the teacher's remarks without developing a clear revision focus. It is supported by Zhang & Hyland (2018) study that students with low self-regulation do not understand the purpose of feedback and only make superficial corrections. Yang et al. (2022) also noted that such students rarely set goals and do not actively monitor their writing progress.

Moreover, previous studies have widely focused on quantitative methods in order to explore the relationship between self-regulation and feedback. For example, research by Jackson (2018) primarily utilized surveys with Likert-scale

items to quantify students' self-regulatory control strategies and their self-evaluated writing proficiency.

The research gap identified in the study is the lack of descriptive qualitative data on students' self-regulation during responding to feedback for EFL writing process. Therefore, this research is different from previous research because this research uses descriptive qualitative methods. This research adopts a qualitative approach in order to fulfill that gap. The purpose is to explore deeper into the lived experiences of EFL learners as they engage with self-regulation strategies and feedback in their writing processes. By using qualitative methods, such as in-depth interviews, this study aims to figure out the nuanced and subjective aspects of self-regulation that are often overlooked in quantitative research. This approach allows for a richer and more comprehensive understanding related to how students perceive and implement self-regulatory strategies and how they interact with feedback to improve their writing. Additionally, this research explores the specific challenges and hindrances that EFL learners face in self-regulating their writing processes and engaging with feedback. By identifying these challenges and hindrances, the research also aims to provide practical recommendations for teachers to encourage students in developing more effective self-regulation skills. This focus on qualitative methods not only widens the existing literature, but also offers actionable insights for teachers in the field of EFL learning education.

2.4. Conceptual Framework

In this research, the researcher used Zimmerman and Risemberg's (1997) framework principles of self-regulated learning. These principles are illustrated in the following figure.

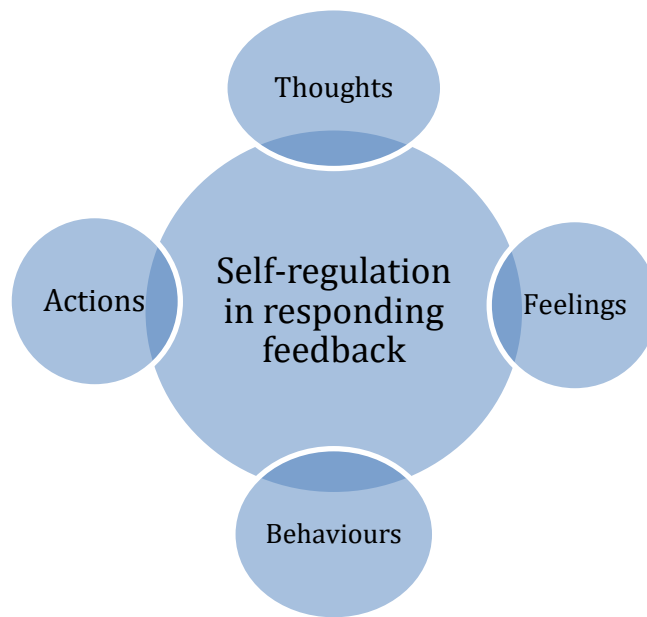


Figure 2. 1 Conceptual Framework

CHAPTER 3

RESEARCH DESIGN

3.1 Research design

This study employs a qualitative approach in a form of a descriptive study. This descriptive qualitative study investigates undergraduate students' self-regulation in responding to feedback for writing classes in the context of English as a Foreign Language (EFL). According to (Creswell, 2013), qualitative research is appropriate for investigating complex phenomena and acquiring a thorough understanding of participants' experiences and viewpoints. Additionally, a qualitative approach was employed to investigate students' self-regulation in responding to feedback during writing classes (Yang & Zhang, 2023). Because qualitative research provides for an in-depth investigation of how individuals perceive and respond to feedback, it is especially appropriate for investigating the complex ways in which EFL students regulate their learning and writing processes in response to feedback. This method allows the researcher to collect rich, detailed data that can provide insights into the strategies and challenges that students encounter, incorporating a better understanding of self-regulation in the context of EFL writing. The study was conducted in a university setting, with an emphasis on undergraduate students majoring in English as a Foreign Language.

3.2 Data Preparation

The study involved 2 undergraduate students enrolled in an English as a Foreign Language (EFL) writing course in a private university in Yogyakarta. Recruitment criteria was used in this study because it allows for the deliberate selection of participants with specified study-relevant features. This approach ensures that the chosen participants have significant experience with the EFL writing process and feedback, making them suitable. The students were selected based on their willingness to participate and their previous experience with receiving feedback on their writing. Additionally, participants were chosen because they had completed writing-related courses throughout eight semesters, such as essay writing, paragraph writing, academic reading and writing, and undergraduate thesis proposal writing. The qualitative data were collected through semi-structured interviews in their first language, *Bahasa Indonesia*, to understand the questions better. The semi-structured interviews provided detailed insights into students' self-regulation strategies and their responses to feedback. Each interview lasted approximately 20-30 minutes and was conducted via face-to-face interview. The interviews were audio-recorded with the participants' permission to enable accurate data transcription and analysis.

Table 3. 2 Participant Recruitment Criteria

Aspect	Eligibility Indicators
Educational Level	Final-year undergraduate students in English Language Education program (EFL – English as a Foreign Language)
Writing Course Experience	Completed all writing-related courses such as Paragraph Writing, Essay Writing, Academic Writing, Argumentative Writing, and Thesis Proposal Writing
Experience Receiving Feedback	Had prior and active experience in receiving and responding to feedback in writing courses

3.3 Data Collecting Techniques

The main data collection technique used in this research was semi-structured interviews. According to Kallio et al. (2016), semi-structured interviews are particularly suitable for exploring complex processes and experiences because this interview method provides depth and flexibility, allowing researchers to explore complex phenomena while maintaining a consistent and rigorous qualitative approach. Thus, the interviews included open-ended questions to figure out detailed responses and allow participants to express their thoughts flexibly.

In this interview, the questions are made to figure out several aspects of undergraduate students' self-regulation in responding to feedback among university students in the EFL writing process. First of all, the researcher asked about the background and general information of the participants' competence in learning English as a Foreign Language at the university level. After that, the researcher explored specific self-regulation strategies, such as how the participants approach

and control their writing assignments and handle difficulties. The questions also examined how students engage with and incorporate feedback, identifying the types of feedback found most helpful. Additionally, the researcher investigated the impact of feedback on writing improvements and prioritization, as well as the frequency of self-reflection and adaptations made based on feedback. Finally, the questions addressed how feedback influenced students' motivation and the role of digital tools and resources in supporting their writing and self-regulation processes.

Table 3. 3 Matrix of Interview

Construct	Components	Interview Questions
Self-regulation (Zimmerman, & Risemberg, 1997).	Appropriate actions	1. What do you usually do after receiving the feedback on your writing?
Self-regulation has been defined as learners' beliefs about their capability to engage in appropriate actions, thoughts, feelings, and behaviors in order to pursue valuable academic goals, while self-monitoring and self-reflecting on their progress toward goal-completion.	Thoughts	1. In your opinion, how important is teacher feedback in the writing learning process? 2. What kind of feedback do you find the most helpful? How helpful is that?
	Feelings	1. How do you feel when receiving feedback on your writing from your lecturer?
	Behaviors	1. Describe your experience in drafting a text. What stages did you go through? 2. Do you have a particular strategy to stay focused while drafting?

3.4 Data Analysis

The data analysis in this research followed a thematic analysis approach, as outlined by Braun & Clarke (2006). This method includes several steps, such as identifying, analyzing, and reporting patterns (themes) within the data. In other words, the steps include familiarization with the data, coding, generating themes, reviewing themes, defining and naming themes, and writing the report. Thematic analysis in this research was chosen because it allows for a flexible yet strict method for examining qualitative data, allowing for the identification of key themes related to how undergraduate students self-regulate when responding to feedback in writing classes.

To ensure the accuracy of the analysis, the following s be taken:

a. Data Familiarization

This step is about transcribing interviews verbatim and reading through the data multiple times to become deeply familiar with the content and understand it pretty well.

b. Coding

This step is about generating initial codes from the data, focusing on significant statements and elements that relate to how undergraduate students self-regulate in responding to feedback in writing classes.

Table 3. 4 Sample of Coding

Data Source	Coding	Sampling
Interview	I/P1/A	'I' (for interview) means the data was gathered from interview, 'P1' indicates Participant 1, and 'A' represent the themes of Actions

c. Generating Themes

This step is about arranging codes into potential themes and gathering all data relevant to each theme.

Table 3. 5 Sample of Generating Themes

Theme	Theme code
Actions in responding	A
Thought in responding feedback	T
Behaviors in responding feedback	B
Feelings in responding feedback	F

d. Reviewing Themes

This step is about checking if the themes work in relation to the coded extracts and the entire data set, generating a thematic map of the analysis.

e. Defining and Naming Themes

This step is about refining the specific details of each theme and the overall explanations from the participants. The purpose is to generate and arrange clear definitions and names for each theme.

f. Writing the Report

This step is about creating a final report that provides a clear, coherent, logical, and non-repetitive explanation of the data within and across themes.

3.5 Trustworthiness

To ensure the trustworthiness of this research, there are several criteria that need to be fulfilled. Those criteria include credibility, transferability, dependability, and confirmability (Lincoln et al., 1985).

a. Credibility

Credibility in this research was achieved through triangulation, member checking, and prolonged engagement. The use of multiple data sources such as interviews and field notes to cross-verify the findings. Member checking was conducted by sharing the interview transcripts and preliminary findings with participants to confirm the accuracy of the interpretations. Prolonged engagement ensured that the researcher spent sufficient time with participants to build trust and gather in-depth data.

b. Transferability

Detailed descriptions of the research context, participants, and methodology were provided to allow readers to assess the applicability of the findings to other contexts. According to Shenton (2004), "Providing a thick

description of the data under investigation allows readers to determine the extent to which findings can be transferred to their contexts".

c. Dependability

To ensure dependability, an audit trail was maintained, documenting all the research steps, decisions made, and processes followed. This enabled external reviewers to examine the research process and verify that it is consistent and repeatable.

d. Confirmability

To achieve confirmability, the researcher maintained reflexivity by acknowledging and addressing potential biases and ensuring that the findings were based on the data rather than personal points of view. A reflective journal was kept throughout the research process to document thoughts, decisions, and reflections on the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Research Findings

The findings of this research focus on their experiences managing the writing process, responding to feedback, and the strategies they used to stay motivated and write successfully. The findings outlined in this chapter not only provide a concrete depiction of the self-regulation behaviors and strategies of the students but also reflect deeper dynamics related to their motivation, challenges, and forms of engagement in the feedback cycle within the writing course. This chapter is organized based on the four main themes that emerged from the data analysis, such as actions in responding feedback (A) which were mentioned 8 times, thought in responding feedback (T) which appeared 11 times, Behaviors in Responding Feedback (B), and Feelings in Responding Feedback (F) which emerged as the most dominant theme.

4.1.1 Action

The theme of Actions in Responding Feedback (A) emerged 8 times in the interview data, highlighting how actively involved the participants were in shaping their writing. This repeated pattern points to how important the revision process was for them not just as a technical step, but as a meaningful part of becoming better writers. Both participants showed a clear understanding that

revision is essential for refining their ideas and producing clearer, more effective writing.

Participant 1 explained that she made a checklist from the feedback her lecturer gave to her. This checklist helped her to remember what needed to be fixed and guided her during the revision process. By turning the feedback into clear, step-by-step tasks, she was able to revise her writing more easily and make sure she didn't miss anything important. This shows that she used the feedback in an organized and practical way to improve her writing.

Furthermore, Participant 1 explained when she receives revisions, she emphasizes the importance of rereading her writing carefully and making sure that the content of her revision matches with the feedback. This way, any improvements she makes will truly meet the lecturer's expectations.

"Usually my strategy after receiving feedback is that I reread it while reading the feedback and then I revise it based on the points given by the lecturer." (I/P1/RT)

This statement shows Participant 1 proactive approach in utilizing feedback as an improvement tool. Meanwhile, Participant 2 revealed her revision strategy:

"Usually, the first thing I will develop is to look for the pros and cons first. I definitely have the type of writing that if I develop something, I have to find the pros and cons first so that it doesn't go anywhere, I usually immediately look for the evidence, for example, if I need to get 3, I look for 3 evidence and so on with conditions" (I/P2/RT)

Participant 2 described a slightly different revision strategy that demonstrated a high level of self-regulation. She described using a pros and cons framework to reorganize her thoughts during the revision process, and then

preferring to support each claim with relevant evidence. Participant 2 said that after receiving feedback, she made corrections immediately and that she paid more attention to grammar in the process of learning from previous feedback. She also explained that if there was something she thought was still unclear, first she revised it and then checked the results of the revision with the instructor. This illustrates participant systematic approach to maintaining focus and coherence in revision. Her responses reveal how they responded to feedback from lecturers, the kinds of changes she made, and what she learned in the process. In the sections that follow, these experiences are explored in greater depth to show how revision supports their self-regulation and strengthens their overall ability in writing in English as a foreign language.

4.1.2 Thought

The second most frequent theme was Thought in Responding Feedback (T), which was mentioned 11 times. In general, participants demonstrated a belief that writing is an important skill for their academic success. They believed that good writing skills would help them in completing their coursework and preparing for their future careers.

“I think why feedback is important because after all, it is a learning process especially when I am still a student and I also need knowledge from my supervisor which is definitely important...” (I/P1/T)

Other participants also emphasized the impact of the revision process in writing. They believe that revision helps them to correct mistakes and improve the quality of their writing. She believes during receiving feedback, each

correction or input from lecturers serves as a learning opportunity, allowing her to grasp concepts and rules that she may not have previously understood. The participants consider that feedback has a big impact on her writing skills especially in English. Moreover, the participants' statements reflect a growth mindset, as they view feedback as a valuable resource for learning rather than just to evaluate her performance.

“In my opinion, feedback from lecturers has a big impact on the development of my English skills. Because from each correction or input, I learn new things that I may not have understood before...” (I/P2/T)

These findings reflect an orientation towards writing as a process that benefits from feedback and self-reflection, in line with the principles of self-regulated learning (SRL).

In addition, both participants had substantial experience with multiple writing courses (e.g., *Essay Writing, Paragraph Writing, Academic Writing, Argumentative Writing, Thesis Proposal Writing*), which involved multiple stages of drafting and revision. The relationship between the participants' previous experience in composing texts and their self-regulation strategies was also evident. The structured approach to writing expressed by both participants showed that they had developed effective drafting strategies that facilitated self-regulation.

First participants explained their process during writing class beginning with brainstorming, followed by outlining and culminating in drafting. By breaking down the writing process into distinct stages, the participant can focus

on each component and enhance her ability to produce coherent and well-structured texts.

“In my previous classes, we always started with brainstorming, then outlining, and finally drafting. This structure helps me to stay organized.”
(I/P1/T)

Second participant had a similar experience during writing class. She explained for some assignments, the draft is written in stages per paragraph and developed over time based on input from lecturers. The consultation process is carried out intensively and is an important part of developing the structure of the writing. Furthermore, she explains by practicing creating multiple drafts before finalizing her work, she can explore different ideas. The participant’s emphasis on creating multiple drafts highlights the importance of the drafting process in self-regulated learning within the EFL writing context

“I often make several drafts before finalizing my work, which allows me to explore different ideas.” (I/P2/T)

These findings show that both participants' prior experience not only helps them in organizing thoughts, but also suggests that both participants had an academic writing experience that was structured and oriented toward continuous improvement. During the drafting process, participants were actively involved in setting writing goals, assessing progress, and utilizing strategies appropriate to their academic context and overall it will prepare them to respond to feedback more effectively, as they are used to the iterative process of writing. In summary, the participants' prior experience in drafting revealed that a structured approach to writing significantly contributed to self-regulation

in responding feedback. By using effective drafting strategies, they were better equipped to manage their writing process, respond constructively to feedback, and ultimately improve their writing skills. This underscores the importance of teaching EFL students a structured writing process that encourages self-regulation, as it not only helps in their writing tasks, but also promotes long-term language development and academic success.

4.1.3 Behavior

Based on the coded data, the most dominant theme that emerged from the interviews was Behavior in Responding Feedback (B) and Feelings in Responding Feedback (F). In terms of behavioral responses, both participants demonstrated a range of self-initiated behaviour that reflect their engagement with feedback in a structured and purposeful manner. Participant 1 described a systematic approach to responding to feedback by actively rereading, checking, and revising her work. Her behavior reflect an awareness of the feedback process and a proactive effort to improve her writing:

“Usually after I receive feedback from the lecturer, I reread my writing while matching each part with the given feedback. Then I check whether what the lecturer pointed out is actually incorrect...” (I/P1/B)

In addition to emotional and motivational responses, the second participant also exhibited behavioral engagement through self-initiated strategies after receiving feedback. She explained that her typical response involves a process of rereading her writing and systematically aligning it with the lecturer’s comments. This reflective practice highlights her ability to self assess and actively monitor her progress.

"Usually after I receive feedback from the lecturer, I reread my writing while matching it one by one with the feedback given." (I/P2/B)

These findings demonstrate the role of self-regulation in managing feedback that indicates the participants have strong self-regulation skills in managing their feelings and behaviors when facing feedback. These findings indicate that both participants engaged in goal-directed behaviors to implement feedback, demonstrating that behavioral self-regulation played a significant role in their development as academic writers.

4.1.4 Feelings

This theme highlighted the strategies participants used to cope with the emotional, motivational, and behavioral aspects of receiving feedback. The participants expressed a range of responses, from feeling stressed or pressured, especially in high-stakes writing tasks such as theses, to developing goal-setting routines to manage feedback.

"For me, it really motivates me because in my experience in the TPW class, I could get feedback many times and it was still lacking...that motivates me even more... that's why I have to have a goal." (I/P1/F)

Participant 1 revealed that her experience when receiving repeated feedback in writing class motivated her to keep trying and set higher goals. She revealed that the experience of receiving repeated feedback in the writing class motivated her to keep trying and set higher goals. Although she felt that the feedback she received was sometimes inadequate, she saw it as a chance to encourage her to improve the quality of her writing. She also mentioned owning a goal, her acknowledgement of the need to set goals further emphasizes her proactive approach to learning,

demonstrating an understanding that goal-setting is essential for personal growth and development in her writing skills. This attitude reflects a positive engagement with the feedback process, suggesting she is willing to embrace constructive feedback as a means to refine her abilities. By framing feedback as a tool for motivation rather than a source of discouragement, she exemplifies the characteristics of a self-regulated learner. This approach not only fosters her resilience but also encourages a continuous cycle of improvement, where every feedback serves as a stepping stone toward achieving her writing objectives. This shows that participants have the ability to manage emotions and motivations and considers feedback as a tool for her personal growth. She also mentioned how she encountered feedback that was unclear, when she got unclear feedback, she actively sought clarification from her lecturers. This behavior demonstrates her commitment to understanding and applying feedback effectively by engaging in dialogue with the lecturers, the participants not only enhanced their comprehension of the feedback but also foster a collaborative learning environment. This shows that participants have the ability to manage emotions and motivations and considers feedback as a tool for her personal growth.

Similar to the first participants, the second participants also expressed mixed feelings about receiving feedback. She was glad because the feedback provided her with helpful guidance to improve her writing. However, she also felt sad and depressed, especially when she had to revise her writing multiple times.

“Sometimes I feel confused because the feedback is not always easy to understand... but sometimes I’m also happy because the feedback gives me new insight. If I don’t understand it, I usually reach out again and ask what the lecturer meant and what they expect.” (I/P2/F)

However, her responses to feedback also showed high initiative in managing the correction results directly. The second participant did not delay the revision process, but instead immediately took concrete steps to improve their writing. This approach indicates strong self-regulation, where time and emotion management are done consciously to achieve set targets. When faced with unclear feedback, the participant took the initiative to seek clarification from the lecturer. This action reflects awareness and demonstrates the participants willingness to engage actively with feedback providers as part of the learning process. On the other hand, when dealing with uncertainty about the outcomes of her revisions, the participant showed a habit of repeatedly rechecking her work and seeking validation from her thesis supervisor. This strategy reflects a strong sense of academic responsibility, where the student does not rely solely on personal judgment but also verifies her revisions with a more knowledgeable figure. This is a key indicator of self-regulated learning, in which learners are capable of evaluating and adjusting their approach to tasks based on external input.

4.2 Discussion

Based on interviews data, it was revealed that self-regulation plays an important role in students' writing process. The results highlight that both participants actively used self-regulation strategies to manage emotional,

motivational, and behavioral dimensions. They explained a range of responses, from initial stress to the development of goal-setting routines that helped them manage and utilize feedback constructively, this is consistent with Wisniewski et al. (2020) who stated that feedback is most effective when it promotes self-regulation behaviors, such as monitoring, directing and regulating actions towards learning goals. The ability to manage emotional responses to feedback, set goals, and persist through challenges is a characteristic of self-regulated learners and particularly important in high-stakes EFL writing contexts. Learners with high self-regulation tend to view feedback as a motivation for improvement, rather than a threat to self-esteem (Teng & Zhang, 2020). Bitchener and Knoch (2017) state that actively participating in feedback can improve students' writing skills, especially in EFL contexts and effective feedback not only helps correct errors, but also improves learners' understanding of language structures and academic conventions. In addition, Research by Panadero & Alonso (2017) underscores that self-regulated learning (SRL) contributes to the enhancement of writing skills by enabling students to navigate challenges in writing and find their strength to solve the problem.

The data also highlight that prior exposure to writing experiences contributed significantly to the participants ability to regulate themselves during the writing process, enabling them to manage better each stage of writing from planning and drafting to revising. It indicates that prior writing experience was fundamental in strengthening their self-regulation throughout the writing process. This is in line with the research of Zimmerman (2002) and Sun &

Zhang (2022) who suggest that self-regulation in learning can be influenced by prior experiences. In terms of revision, the findings show that revision is not only about fixing mistakes, but also about understanding and building on the lecturer's feedback. Students who had prior writing experience found it easier to set goals, monitor their progress, and use suitable strategies to improve their work. This highlights the importance of a structured writing process. Participants who followed steps like brainstorming, outlining, and drafting were better able to produce clear and well-organized texts. It is supported by studies of Marmita et al. (2023) and Anggraeni et al. (2025), which found that structured and repetitive writing instructions can improve the quality of students' writing. These findings reiterate the importance of teaching EFL students the structured writing process.

Students who used feedback to create a checklist and organize their revisions showed that they perceived revision as an opportunity to learn and improve the quality of their writing. This resonates with Ke & Zhou (2024) research points out that focused revision can improve students' understanding of the writing process and help them become better writers. A Systematic approach to revision, using a framework of pros and cons to organize, reflects a high level of self-regulation and shows that participants were able to manage the revision process in a structured way. This is supported by Li & Zhang (2021) study, showing that students who use effective self-regulation strategies in revision tend to produce better and more coherent writing. These findings support previous research showing that active participation in feedback and

structured revision significantly improves students' writing skills. Similarly, Dinsa (2023) found that students who engage in an active and purposeful revision process typically achieve better outcomes in their writing skills.

Additionally, Zhang and Hyland (2018) found that incorporating feedback into the revision process can help students better understand academic expectations and improve the quality of their writing. Participants not only discovered their errors but also used them as a starting point for deeper reflection and remedial measures, understanding that the lecturers' comments can broaden their insight into sentence structure, vocabulary, and other linguistic aspects. This suggests that effective feedback encourages learners to think reflectively and take control of the learning process, which is an important feature of self-regulated learning (Zimmerman, 2002). In addition, students who responded positively to feedback had higher levels of affective and cognitive engagement, which contributed to better academic writing outcomes. Educational and constructive feedback encourages students' emotional and cognitive engagement. Feedback allows students to control and clarify areas in need of improvement. Similarly, this was also shown in a study by Han & Hyland (2015), who found that students who adopted a proactive approach to feedback were more likely to experience improvement in their writing skills and build learning autonomy. By viewing feedback as a form of support rather than just an evaluation, it is indicated that students develop a more positive and proactive attitude toward learning. This is in line with Liu & Zhang's (2020) and Yang et al. (2022) study, which shows that students who have a positive

attitude towards and who apply self-regulated learning strategies tend to be more engaged in the learning process and be more successful in overcoming challenges in improving their skills. In this context, participants who viewed feedback as an opportunity for learning and improvement exhibited positive attitudes consistent with their findings. Altogether, this suggests that constructive feedback encourages students to become more independent and responsible for their learning process.

However, this finding also challenges some previous studies that may have placed more emphasis on the evaluative aspect of feedback. For example, a study by Lee (2017) showed that feedback is often viewed as a demotivating criticism of students. Findings from this study suggest that changing students' perceptions of feedback can transform it from a criticism to a learning tool and increase students' motivation and engagement in the writing process.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study aimed to explore how students organize themselves in responding feedback during the English as a Foreign Language (EFL) writing process. The results show that self-regulation skills play an important role in determining the extent to which students interact positively and productively with feedback. The results also highlight that both participants used emotions management, goal setting, and revision planning strategies to use feedback as a developmental tool rather than as criticism. Their belief in the importance of writing, organized writing experiences and the ability to manage the revision process demonstrated strong metacognitive awareness. Furthermore, the lecturer's role in providing clear feedback and consistent instructional design supported the development of students' self-regulation skills. Students demonstrated the ability to use technology, such as ChatGPT and the internet, as tools to improve the quality of their writing. Hence, it can be concluded that self-regulation is an important element in students' interaction with feedback in the context of EFL writing that contributes to improving their academic quality and their readiness to face professional challenges.

5.2 Suggestion

Based on the findings, it is recommended that students continue to develop self-regulation skills such as planning, monitoring, and self-evaluation, and not hesitate to utilize technology and discuss with lecturers to clarify feedback received. Lecturers are expected to provide constructive and structured feedback, create a learning environment that encourages reflection, and provide open consultation spaces. Institutions are also expected to support the enhancement of independent learning skills through training and learning programs based on self-regulation strategies and technology integration. Since this study was limited to two participants from one university, future researchers are encouraged to expand the scope of the study to gain a deeper understanding of the application of self-regulation in the feedback-responsive EFL writing process.

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APPENDIX 1

Interview Data Transcription and Coding

Interviewer : Sesmitha Junapril

Participant : Participant 1 (21 May 2025)

Participant 2 (10 May 2025)

Thematizing

THEMES	CODING
Actions in responding	A
Thought in responding feedback	T
Behaviors in responding feedback	B
Feelings in responding feedback	F

PARTICIPANTS 1

Subject	Transcript	Themes	Code
I	Bagaimana perasaan Anda saat menerima umpan balik dari dosen?	Feelings in responding feedback	F
P1	Dapat feedback kadang-kadang bingung karena mungkin feedbacknya masih kurang dimengerti... tapi kadang-kadang juga senang sih karena terbantu dari feedback itu jadi dapat pencerahan tadi...		
I	Apakah Anda pernah mengikuti kelas menulis (writing class) sebelumnya? Bisa ceritakan sedikit pengalamannya?	Thought in responding feedback	T
P1	Sebelumnya pernah ikut kelas menulis di kampus, dimulai dari awal semester, ada paragraph writing, academic writing, argumentative writing, hingga menulis untuk undergraduate thesis. Jadi ada tahapannya untuk kelas menulis. Untuk pengalaman di dalam kelas, biasanya sebelum		

	menulis ada penentuan tema terlebih dahulu, kemudian membuat draft dengan beberapa konsultasi dengan dosen, lalu setelah disetujui baru ada finalisasi dan pengecekan ulang... setelah itu baru finishing.		
I	Apa yang kamu lakukan setelah mendapatkan umpan balik dari dosen?	Behaviors in responding feedback	B
P1	Biasanya setelah aku menerima umpan balik dari dosen, aku baca ulang dulu tulisan aku sambil mencocokkan satu per satu dengan feedback yang diberikan. Jadi aku cek, bener nggak sih yang dikomentari dosen itu memang kurang tepat. Setelah itu, aku mulai revisi pelan-pelan berdasarkan masukan tadi. Kadang dari feedback itu juga aku jadi sadar sendiri, 'Oh ternyata bagian ini juga kurang', jadi aku tambahkan atau perbaiki lagi meskipun itu nggak disebut langsung di feedback		
I	Ceritakan tahapan revisi kamu ketika mendapatkan feedback?	Actions in responding feedback	A
P1	Untuk proses revisi berdasarkan feedback, biasanya aku mulai dengan membaca semua masukan dari dosen, satu per satu. Aku coba pahami maksudnya, lalu aku cocokkan langsung dengan bagian-bagian dalam tulisanku. Misalnya, kalau ada catatan di paragraf dua tentang coherence, aku akan fokus membaca ulang paragraf dua sambil mencocokkan dengan feedback-nya. Begitu seterusnya sampai semua feedback selesai direvisi.		

PARTICIPANTS 2

Subject	Transcript	Themes	Code
I	Bagaimana perasaan Anda saat menerima umpan balik dari dosen?	Feelings in responding feedback	F
P2	“Totally happy sih walaupun waktu aku kelas thesis professional writing (TPW) itu aku sempat sedih karena berkali-kali revisi... Cuman setelah aku konsultasikan lagi dengan dosen, ya itu prosesnya... Ya walaupun sulit, it will be passed...”		
I	Menurut Anda, seberapa penting umpan balik dari guru dalam proses belajar menulis bahasa Inggris?	Thought in responding feedback	T
P2	Menurut aku kenapa feedback itu penting karena bagaimanapun namanya proses belajar apalagi aku prosesnya masih mahasiswa dan aku membutuhkan juga ilmu dari dosen pembimbingku yaitu pasti penting apalagi dalam proses tugas akhirku karena bagaimanapun namanya menulis itu menurut aku hal yang gak gampang so that's why aku butuh feedback itu sendiri dari orang yang mungkin lebih expert seperti (Dosen Pembimbing).		
I	Apa yang kamu lakukan setelah mendapatkan umpan balik dari dosen?	Behavior in responding feedback	B
P2	Oke aku pasti akan merevisi itu dan aku punya sesuatu trik untuk aku sendiri biar aku tuh mau merevisi itu adalah aku menargetkan at least satu minggu aku harus punya goals ‘Oke nyelesaikan revisi A, oke nyelesaikan revisi bagian ini’,		

	seperti itu. Perminggu harus punya goals seperti itu.”		
I	Ceritakan tahapan revisi kamu ketika mendapatkan feedback?	Actions in responding feedback	A
P2	Aku akan membaca terlebih dahulu dengan detail namun jika menurutku masih belum jelas maka aku akan meminta penjelasan lebih lanjut secara lisan, kemudian aku akan mengerjakan mulai dari bagian yang salah terlebih dahulu, tapi jika ada bagian yang sudah benar namun masih kurang cocok menurut aku itu akan aku revisi ataupun kembangkan terlebih dahulu.		

APPENDIX 2

FIELD NOTES

1. Partisipan 1

Peneliti: Sesmitha Junapril

Tanggal: 21 Mei 2025 (Partisipan 1) 13.00–13.30 WIB

10 Mei 2025 (Partisipan 2) 19.00 – 19.30 WIB

Catatan

- Partisipan 1 tampak agak gugup di awal wawancara, namun menjadi lebih tenang setelah beberapa menit.
- Ia menceritakan pengalamannya di kelas menulis akademik, terutama saat menerima komentar yang panjang dari dosennya.
- Ia mengaku kadang merasa bingung bagaimana memulai revisi, tetapi akhirnya mencoba berdiskusi dengan teman atau membaca ulang teksnya.
- Partisipan 1 mencatat komentar dosen di buku catatannya sebagai panduan untuk memperbaiki tulisannya.
- Meskipun Partisipan 1 terlihat kurang percaya diri, ia memiliki motivasi untuk memperbaiki tulisan.

2. Partisipan 2

Catatan

- Partisipan 2 menunjukkan sikap terbuka dan komunikatif. Ia berbicara dengan lancar dan memberi banyak contoh pengalaman pribadi selama mengikuti kelas menulis.
- Ia menjelaskan bahwa ia menggunakan strategi seperti membuat mind map dan membaca ulang feedback secara detail.
- Ia menceritakan pernah menulis ulang bagian pendahuluan karena merasa argumen awalnya kurang kuat setelah membaca komentar dosen.
- Partisipan 2 lebih menyukai feedback tertulis daripada lisan karena bisa dipelajari kembali kapan saja.
- Strategi Partisipan 2 menunjukkan adanya keterampilan regulasi diri yang berkembang, terutama dalam tahap revisi.
- Ia tampaknya belajar dari kesalahan sebelumnya dan menjadikan feedback sebagai acuan untuk perbaikan, bukan ancaman.

APPENDIX 3
AUDIT TRAIL PENELITIAN

Tanggal	Tahap Penelitian	Kegiatan yang Dilakukan	Dokumen / Bukti Pendukung
28 Februari 2024	Penentuan Topik & Judul	Diskusi awal dengan dosen pembimbing untuk menentukan fokus penelitian pada self-regulation dan feedback dalam menulis EFL.	Catatan diskusi, revisi usulan judul
05 Maret 2024	Studi Literatur Awal	Mencari jurnal dan teori tentang self-regulated learning, feedback, dan academic writing.	Daftar jurnal, kutipan teori
10 Maret 2024- 1 Juli 2024	Penyusunan Bab 1-3	Menyusun Bab 1-3	Daftar jurnal, mentor teks
01 May 2025	Penyusunan Instrumen Wawancara	Menyusun pertanyaan wawancara berdasarkan empat komponen SRL (Thoughts, Feelings, Actions, Behaviors).	Draft pedoman wawancara
05 Mei 2025	Validasi Instrumen	Meminta masukan dari dosen pembimbing dan melakukan revisi instrumen.	Komentar dosen, versi revisi instrumen
10 Mei–21 Mei 2025	Pengumpulan Data Utama	Melakukan wawancara semi-terstruktur dengan 2 partisipan dari program studi Pendidikan Bahasa Inggris semester akhir.	Transkrip wawancara lengkap
25 Mei 2025	Member Checking	Mengirim hasil transkrip kepada partisipan untuk dikonfirmasi kebenarannya.	<i>Whatsapp</i> konfirmasi partisipan
27 Mei 2025	Koding Data	Menganalisis transkrip menggunakan tema: A, F, T, B (berdasarkan teori SRL dan feedback).	Tabel koding, catatan analisis
02 Juni 2025	Penyusunan Bab IV	Menulis hasil dan pembahasan berdasarkan temuan yang telah dikoding.	Draft awal Bab IV

11 Juni 2025	Revisi Draft Bab IV	Merevisi berdasarkan masukan dosen pembimbing (koherensi antar paragraf dan penguatan referensi).	Komentar revisi, draf final Bab IV
25 Juni 2025	Penyusunan Draft Bab V dan draft Akhir Skripsi	Menyusun bab V dan keseluruhan skripsi, daftar pustaka, dan lampiran-lampiran.	Naskah akhir skripsi
02 Juli-09 Juli 2025	Konsultasi Final	Konsultasi final sebelum pengumpulan skripsi untuk tanda tangan tutup teori.	Draft final, persetujuan pembimbing