



The Correlation Between Self-Regulated Learning and Students Writing Achievement at English Departement

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ABSTRACT

This research aimed to find out the relationship between Self-Regulated Learning and Students' Writing Achievement. This research used a correlational design with a descriptive type to analyze all the data that researchers get. This Research used a questionnaire to collect data. In this case, the researcher adopted a questionnaire from Agustina Revytyas Arumsari (2011) which consisted of 48 items. In collecting the data, the researcher chose 47 students as samples in this study. This research showed data that the correlation between self-regulated learning and students' writing achievement is in the positive correlation with a high category. This is evidenced by self-regulated learning which achieves a very high category and good writing achievement. The results of the data analysis showed that the correlation coefficient is 0.738 which is classified as a positive correlation with a high category and the 2-tailed sig is 0.000 <0.05. In addition, the alternative hypothesis (H1) is accepted and the results of the hypothesis (H0) are rejected. Based on this, this research can be interpreted that the correlation between self-regulated learning and writing achievement of class A students class of 2020 majoring in English education at Halu Oleo University has a high standard, and it can be said that self-regulated learning can improve student's writing achievement.

Keywords:

Self Regulated Learning, Writing Achievement, Correlational Research.

1. Introduction

The term "Self-Regulated Learning" refers to the process by which students apply techniques by controlling their cognition, metacognition, and motivation. Based on Pintrich & De Groot (1990) and Zimmerman in Kristiyani (2020) explains that the cognitive component is a real action used by students to learn, remember, and understand material. Several cognitive strategies such as rehearsal, elaboration, and organization have been shown to increase cognitive confidence in learning and produce high learning achievement. Second, the Metacognitive component is generally defined as knowledge or cognitive activity to address cognitive objects. Finally, the motivation component, namely the desire or encouragement of students to be involved and try to commit to completing assignments, is an important component for self-regulation in classroom learning.

Students in Self-Regulated Learning are responsible for their own education and learning, which involves self-awareness and evaluation of thought processes, the application of appropriate and productive strategies, and ongoing self-motivation. According to Bereiter & Scardamalia in Hamman (2005), students perceive writing as a difficult task. Herrington in Hamman (2005) revealed that the

teaching atmosphere is responsible for students' negative attitudes toward learning writing skills. Teaching writing often feels monotonous for them.

Researchers associate self-regulated learning with writing. In this case, according to Pintrich (2004) self-regulated learning in education combines the motivation and goals that students have for their own learning, manages available resources, and controls the entire learning process. Students in Self Regulated Learning are responsible for their own education and learning, which involves self-awareness and evaluation of thought processes, the application of appropriate and productive strategies, and ongoing self-motivation. Because researchers feel that independent learning has opportunities that can benefit people who apply this learning. Researchers assume that this self-regulated learning can improve the quality of student learning when students have the awareness and attitude for learning so that it can be successful. In this study, the researchers wanted to know if self-regulated learning is applied in student learning environments. Besides that, according to Zimmerman (1998), SRL can be described as a proactive engagement in one's learning behavior in which students guide their thoughts, feelings, and activities to be systematically encouraged by being directed to encourage their own goals. SRL is a combination of will and talent in a person.

Regarding this, the researcher associate self-regulated learning with writing. This is because writing is an important skill that contributes significantly to success. However, despite its importance, teaching writing has always been a challenge for English teachers. According to Bereiter & Scardamalia (1987), students perceive writing as a difficult task. Herrington in Matoti & Shumba (2011) revealed that the teaching atmosphere is responsible for students' negative attitudes toward learning writing skills. Teaching writing often feels monotonous for them. In addition, Jacobs, et al. in Wulandari et al. (2022) states that there are five aspects of writing such as content, organization, vocabulary, grammar or language use, and mechanics.

Nunan in Asy'ari et al. (2022) stated that writing is the mental work of designing ideas, considering how to precise them, and then organizing them into explanations and paragraphs that are clear to be read and be understood by readers. Therefore, without any direct instruction, it will be hard to teach (Walker et al. in Asy'ari et al., 2022).

In addition, students become slow and bored in learning to write because of a lack of understanding of vocabulary and grammatical knowledge. Writing enables students in all areas of the curriculum to generate meaning for themselves as well as learn how to understand and communicate within their own domain. As a result, the teacher plays an important role in fostering students' enthusiasm and desire to learn to write, especially in English. The application of learning that is effective, efficient, and able to increase student learning motivation is one of the solutions to the above challenges. Because motivation is needed in the learning process, someone who is not interested in learning is unlikely to be involved in learning activities. Motivation is defined as a condition that motivates individuals to achieve a certain level of goals or objectives, or in other words, the motivation that causes a form of power to arise that causes individuals to do, act, or behave in a certain ways (Gopalan et al., 2017). The Self-Regulated Learning is a planned learning that can contribute to overcoming

problems in teaching writing. Self-regulated learning (SRL) activity that considers students' metacognition, motivation, and behavior.

According to Pintrich (1995), self-regulated learning is an active and rewarding process in which students determine their learning goals before monitoring, regulating, and controlling their cognition, motivation, and behavior under the direction of their goals and surrounding circumstances. Self-regulated learning (SRL) selects and manages contextual factors to assist learning while directing learning goals, managing the learning process, and encouraging self-motivation and self-efficacy. Many studies discuss self-regulated learning, where a student improves the quality of learning by involving himself physically and mentally in learning so that he is able to do his tasks effectively. But there are still a few researchers who examine self-regulated learning in writing courses.

Therefore in this research, researchers are interested in finding out a significant correlation between self-regulated learning and their student's writing achievement in the English department. Many research has discussed self-regulated learning, in which a student improves the quality of his learning by involving himself physically and mentally in learning so that he is able to carry out his duties effectively. However, there are still few researchers who study self-regulated learning in intermediate writing courses. Therefore, in this study, the researcher was interested to find out a significant relationship between self-regulated learning and the writing achievement at English language education department because based on the meaning of SRL itself is the ability to improve or develop ideas, feelings, and intellectual behaviors. where the goal is to promote better reading and writing comprehension. while in writing here, students learn how to make essays and journals so that students are required to be able to develop their ideas and thoughts.

2. Methods

The population of this research were all students of English class A in 2020 who were programming intermediate writing courses with a total of 54 students. Regarding of the sample of the research, there were two provisions for the researcher to determine the sample of the research. First, the researcher only took the students who actively took the writing class (52 students of 54 students). Second, the researcher only took the students that their abilities got A until D (52 students of 47 students). Therefore, the sample of the research was 47 students. The instrument used in this research is a questionnaire. The questionnaire given to the respondents is a statement about self-regulated learning in learning to write. In this research, students' writing achievement was taken from the final grades of students according to their learning achievements at KRS.

Table 1. Instrument item score category

Score range	Category
<68	Very low
69-98	Low
99-128	Currently
129-158	High
>159	Very high

Table 2. Classification for Writing achievement

No	Classifying	Score	Mark
1	Very Good	≥ 81	A
2	Good	66 – 80	B
3	Enough	51 – 65	C
4	Deficient	36 – 50	D
5	Very Deficient	≤ 35	E

3. Result

The researcher used descriptive statistics to analyze the level of students' listening comprehension and speaking competence in the Basic Listening and Basic Speaking courses.

Table 3. Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
SRL	46	136.00	113.00	249.00	8076.00	175.565	23.76707	564.873
Valid N (listwise)	46					2		

In the table 4.51, the score of 175.56 is in the category. Thus, it can be concluded that the level of students' self-regulated learning in learning writing is very high.

Table 4. Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
writing	46	30.00	60.00	90.00	3418.00	74.3043	7.29344	53.194
Valid N (listwise)	46							

In the table 4.53, the student's writing score of 74.30. Thus, it can be concluded that the level of student writing achievement is good.

4. Discussion

This research shows that there is a significant correlation between self-regulated learning and student's writing achievement with correlation level is at a positive correlation level with a high category ($r=0.738$). These results prove the theory of Zimmerman & Schunk (2001), self-regulation can occur when students can direct their cognition and anticipate their behavior by being able to focus on instructional texts, being able to carry out their learning outcomes, integrating and carrying out iterative processes of information to remember and develop and maintain positive beliefs about study abilities. According Surawan et al. (2018), SRL is learning that is designed and managed in such a way as to encourage students to become meaningful knowledge. In other words, self-regulated learning is a learning process that can help students self-regulate to improve the quality of problem-solving implicitly which has an impact on improving their learning outcomes.

According to Graham & Perin (2007), writing is divided into two roles. First of all, it is a talent that requires the application of methods (such as planning, reviewing, and editing texts) to achieve various goals, such as making reports or expressing opinions based on evidence. Second, writing is a method for students to learn subject matter by broadening and deepening their knowledge. Writing skills, from writing paragraphs to writing essays, such as expository and argumentative

writing, must also be learned and mastered so that writing skills must also be trained and perfected. In other words, developing students' writing skills involves several steps so that students must apply what they have learned.

In conclusion, this study has achieved results that prove there is a significant relationship between self-regulated learning and student writing achievement. There are scores that increase and vice versa. In short, student learning achievement is still not fully influenced by self-regulated learning in learning, but self-regulated learning has a big contribution to writing achievement or correlates.

5. Conclusion

This study shows that self-regulated learning and student writing achievement are significantly correlated with each other. Based on the results of the correlation test between SRL and writing, the researcher found that there is a correlation between SRL and writing with a score of 0.738. This shows that this correlation is in the high category based on Guilford (1998) theory. This means that the correlation exists and is considered quite significant. Self-regulation and writing achievement correlate with each other which can be seen from the probability value (sig.2-tailed) $0.000 < 0.07$. This means that there is a significant correlation between self-regulated learning and students' writing achievement.

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