

**STUDENTS' SELF-REGULATED LEARNING PROCESS
IN THESIS WRITING
AT ENGLISH LANGUAGE EDUCATION DEPARTMENT
OF UIN SUNAN AMPEL SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



By
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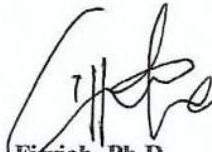
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ABSTRACT

Mahfudhoh, Roudlotul. (2019). *Students' Self-Regulated Learning Process in Thesis Writing at English Language Education Department of UIN Sunan Ampel Surabaya*. A thesis. English Language Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya, Advisor: Fitriah, Ph.D, Dr. SitiAsmiyah, S.Pd, M. TESOL

Keywords: *Self-Regulated Learning Process, Thesis Writing*

Every students should have their own responsibilities in learning activity, especially in thesis writing. In writing a thesis, they need to control and manage themselves in order to reach their goal and be a successful learner. This thesis investigates Self-Regulated Learning (SRL) process of Students at English Language Education Department of UIN Sunan Ampel Surabaya who are in the process of writing thesis and also students who already graduates in academic year 2018/2019. This research is qualitative research. Questionnaire distributed to the students through an online survey using google form. It consists of 28 closed-ended questions and 2 open-ended questions related to their self-regulated learning process in thesis writing. Data of the questionnaire analyzed using SPSS application through descriptive statistic analysis. The result showed that there are 10 processes that often done by the students. Those processes are seeking informations in any sources to get ready for the thesis writing, trying hard to understand deeply about the content of the thesis, getting praised by other people because of the achievement or result in thesis writing, setting writing goals before starting to write the thesis, learning new things when writing the thesis, finding the solution of the problems faced, making notes to organise the thoughts, improving writing skill through the mistakes done during the process of writing thesis, making plan for what will be written in the thesis, and the last doing well in thesis writing to show the ability to other people.

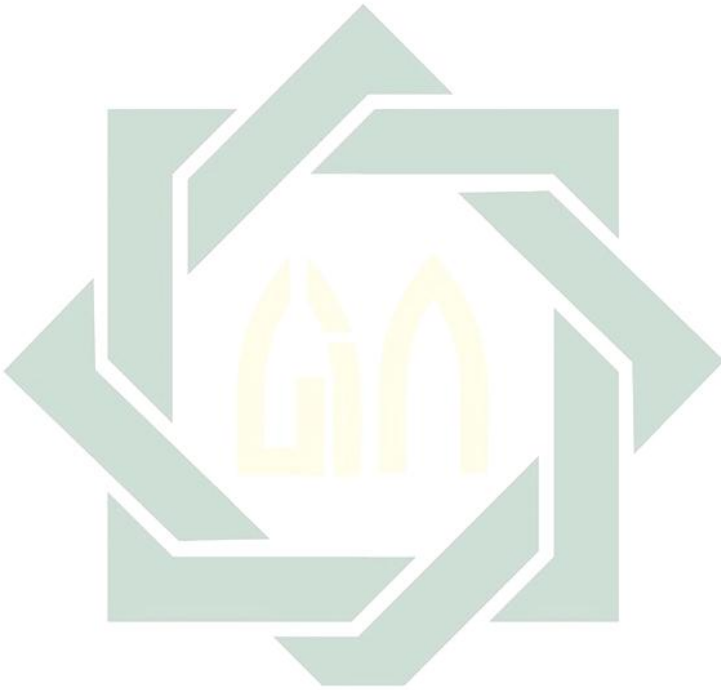
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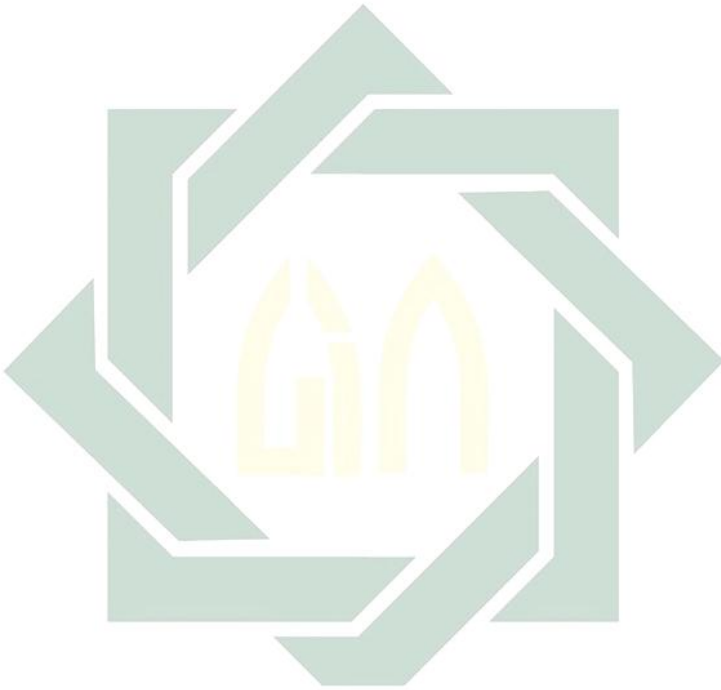
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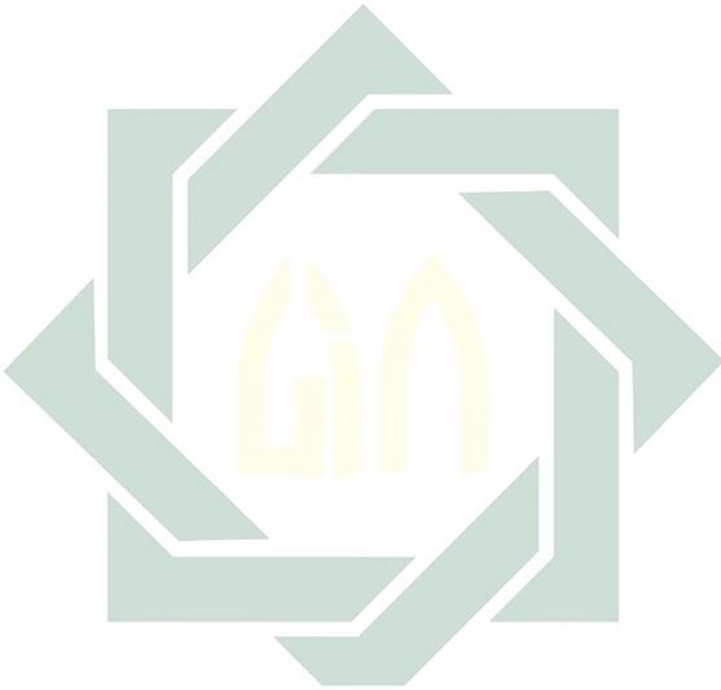
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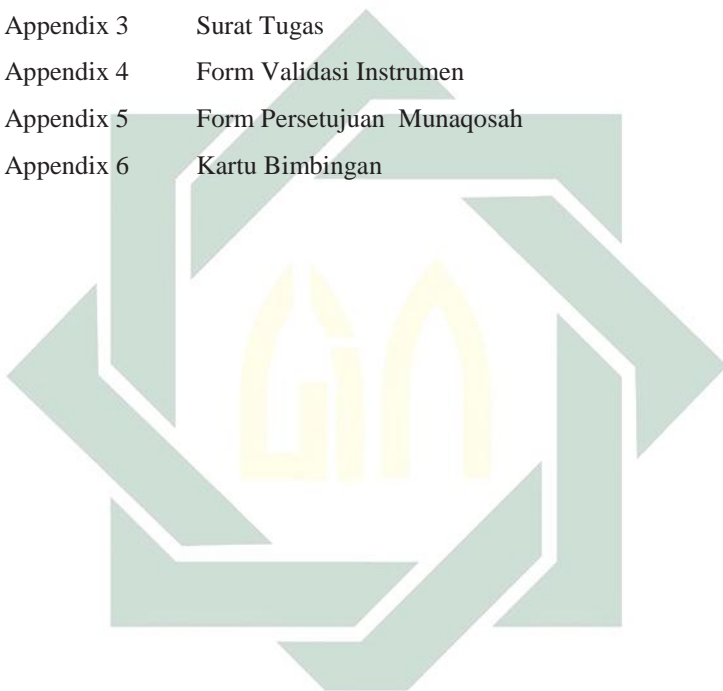
LIST OF ABBREVIATION



SRL	Self-Regulated Learning
UIN	Universitas Islam Negeri
EOL	Ease of Learning
FOK	Feeling of Knowing
JOL	Judgement of Learning
R-LPQ	Revised Learning Process Questionnaire
A-SRL-S	Academic Self-regulated Learning Scale
EFL	English as Foreign Language
SPSS	Statistical Package for Social Science

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CHAPTER I

INTRODUCTION

This chapter presented the research background, research question, objective of the study, significance of the study, scope and limitation, and definition of key terms.

A. Research Background

Learning can be described as a process carried out by individuals to learn new behavioral changes as a whole, as a result of individual experience itself with the presence of surroundings.¹ Learning activity conducted in an institution such as school and university involved students and teachers or lecturer. However, each student has her or his own responsibilities in their learning. The teachers or lecturers do not always provide anything they need for their learning activity. There are times when they have to work by their own without the involvement of the teachers or lecturers. Especially for university students who are in the last year of their study. They have to make a final work called thesis that require them to complete it individually. They are still allowed to ask help to the lecturers but the one who manage and take control are themselves. They need to regulate their own learning to reach goals and being successful in their work. Therefore they need an approach called Self-Regulated Learning.

Motivation, metacognition, and learning behaviors or strategies are integrated on self-regulation.² In the other words, students can be called as self-regulated learner if they are metacognitively, motivationally, and behaviorally participate

¹Jan De Houwer and Agnes Moors, "What is Learning? On The Nature and Merits of A Functional Definition of Learning". *Psychonomic Bulletin and Review*. 2014.

²Paul R. Pintrich. "The Role of Goal Orientation in Self-Regulated Learning". In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.). *Handbook of Self-Regulation* (New York: Academic Press, 2000), 452-502.

actively in their own learning activity.³ Such students personally direct their own work to get knowledge and skill than depending on the instructor such as teachers and parents. Self-regulation learning refers to self-generated thoughts, feelings, and actions, that are designed and regularly adjusted to impact learning and motivation.⁴

Furthermore, in the process of writing a thesis, students need to think harder cognitively as it is one of the determinants to get bachelor degree from university. They have to give their own ideas and opinions related to the topic of the thesis. The content of the thesis are mostly the students own arguments on how their thought about the problem discussed in it. Thesis writing is a kind of writing which requires high rates of metacognitive responsibilities including decision making and problem solving. It has a particular rules and systematic structures. It needs a higher level of thought and skill to do. It also needs technique and certain discipline to write. According to Samuel D. Miller and Treana Adkins, writing task that require high levels of cognitive engagement with higher levels of intrinsic motivation and self-monitoring.⁵ So that, self-regulated learning is important to discussed in the area of students' thesis writing.

Self-regulated learning also determines the students' success in their learning, in this case is thesis writing. Students who initiative, intrinsic motivation, and personal accountability achieve specific academic success.⁶ It means that students who have a high self-regulation, they will be more successful in learning. In the contrary, they who are lower, they

³B.J. Zimmerman, "A Social Cognitive View of Self-Regulated Academic Learning". *Journal of Educational Psychology*, Vol. 81, 1989.

⁴D.H. Schunk, - P.A Ertmer. "Self-Regulation and Academic Learning: Self-Efficacy Enhancing Interventions". In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.). *Handbook of Self-Regulation* (New York: Academic Press, 2000), 631.

⁵Samuel, D. Miller and Treana Adkins. "Why Teachers Select Specific Literacy Assignments and Students' Reactions to Them". *Journal of Reading Behaviour*. 1993. Vol. 25, No. 1.

⁶B.J Zimmerman & Martinez Pons. "Construct Validation of A Strategy model of Student Self-Regulated Learning. *Journal of Educational Psychology*. 1988.

tend to have experience failures. The students who are self-regulated, they have an ability to control, manage, and having responsibility to what they do especially if they are a university students who are already adult and do not need to depend on other people even their lecturers or friends. They have to do anything for their importance independently by themselves.

Zimmerman points out that self-regulated learning process happens in three phases which called Cyclical phases. The first phase called Forethought phase which consists of two processes, Task Analysis and Self-Motivation Beliefs. Task Analysis process itself has two subprocesses, Goal setting and Strategic planning. The second phase is Performance Phase, which also consists of two processes, Self-Control which has eight subprocesses (task strategies, self-instruction, imagery, time management, environmental structuring, help-seeking, interest incentives, and self-consequences) and Self-Observation which has two subprocesses (metacognitive monitoring and self-recording). The last phase of self-regulated learning according to Zimmerman is called Self-Reflection Phase. It consists of two processes, Self-Judgement which has two also subprocesses (self-evaluation and causal attribution) and Self-Reflection process that consists of two subprocesses (self-satisfaction/affect and adaptive/defensive) as well.⁷

Self-regulated learning process in thesis writing also related to the time when the students can finish it. Commonly, they are given eight semester or four years to complete their study in university, but many of them can not finish it in the time given. Based on the data, the amount of English Language Education Department students academic year 2014 who can completed thesis writing in eight semester was only six students and the rest need addition time to complete it. This evidence shows that self-regulated learning in thesis writing is important and needed by every student.

There are several studies that discussed about self-regulated learning and writing. Shirin Abadikhah, Lynne Hamman, and Anabela Malpique conducted research in the area

⁷Ernesto Panadero, "A Review of Self-regulated Learning: Six Models and Four Directions for Research". *Frontiers in Psychology*. Vol. 8, April 2017, 3.

of self-regulated learning but the focus are different. Shirin investigated students' attitude toward self-regulated learning strategies in academic writing such as writing task of third and fourth university students. Lynne Hamman focused on writing beliefs, self-regulatory behaviours, and epistemology beliefs of preservice teachers in academic writing task. Meanwhile, Anabela focused on cross-cultural report which investigated self-regulated strategies in writing task of Portuguese and Brazilian students.

So far, there is no research which investigated self-regulated learning process in thesis writing. Knowing how the students work on their thesis along with their self-regulation is important. It will determine whether they are success or not on their work. Exploring the process and steps they went through when they write thesis to make sure that they are sensible and being able to control themselves during the proses of writing the thesis. Therefore, this study investigated the students' self-regulated learning process in thesis writing at English Language Education Department of UIN Sunan Ampel Surabaya.

B. Research Question

Based on the reasearch background previously described above, the problem of the study can be formulated as the following question:

How is the process of students' Self-Regulated Learning (SRL) in Thesis Writing at English Language Education Department of UIN Sunan Ampel Surabaya?

C. Objective of The Study

The objective of this study based on the research question above is:

To explore the process of students' Self-Regulated Learning (SRL) at English Language Education Department of UIN Sunan Ampel Surabaya.

D. Significance of The Study

The result of the study is expected to know the process of students' Self-Regulated Learning. After knowing the process, hoped that the students are motivated to increase their self regulation in learning English especially in writing an academic paper such as a thesis. Additionally, the Department along with the leturers can prepare and provide some strategies to make the students' self regulation increased.

E. Scope and Limitation of The Study

This study focused on the Self-regulated learning process in thesis writing. The process are being related by the thesis writing process in English Language Education Department that mostly often done by the students. The researcher conduct a survey to the students in order to know their Self-Regulated Learning process during the thesis writing. This study is limited to the students of English Language Education Department who are in the process of writing the thesis or fresh graduates of the department.

F. Definition of Key Terms

The Terms used in this study are clarified in order to make a same idea and concept, the details are follow:

1. Self-Regulated Learning (SRL) Process

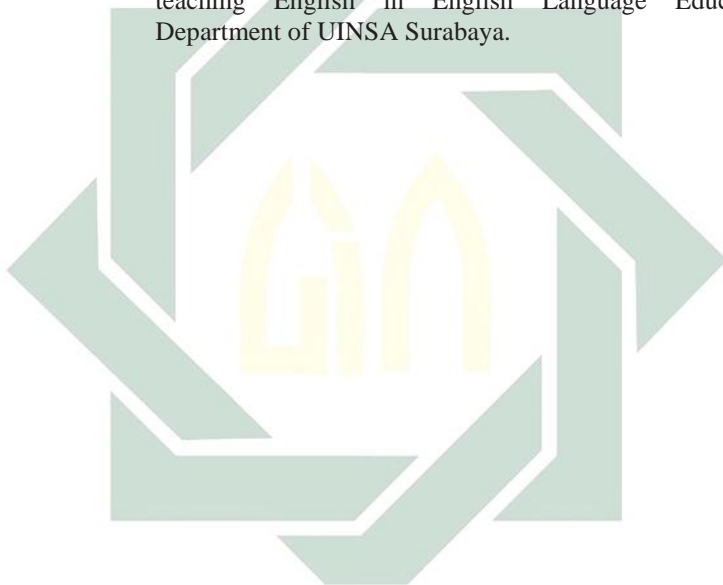
Self-regulated learning process is a process in wich participants are metacognitively, motivationally, and behaviorally active in their own learning.⁸The Self-Regulated Learning processes in thesis wirting can be found in three phases; forethought, performance, and self-reflection phase. Forethought phase is the first phase of self-regulated learning that occured before starting to write a thesis. Performance phase refers to the phase done by students when they are in the process of writing their thesis. Meanwhile, self-reflection phase is the last phase of self-regulated learning which held after completing thesis writing. Self-regulated learning process in this study means how is the process of students in English Language

⁸B.J. Zimmerman, "A Social Cognitive View of Self-Regulated Academic Learning". *Journal of Educational Psychology*, Vol. 81, 1989.

Education Department of UIN Sunan Ampel Surabaya in forethought, performance, and self-reflection phase when they write their thesis.

2. Thesis Writing

Thesis is a proportion that a person advances and offers to maintain by arguments which rationale and based on the fact.⁹Thesis writing is an academic writing which is reporting a research submitted as partial compliance with the criteria of Sarjana Pendidikan in teaching English in English Language Education Department of UINSA Surabaya.



⁹Richard, et.al. *Thesis Definition and Preparation: Some General Guideline* (Cambridge, 2010), 2.

CHAPTER II

REVIEW OF RELATED LITERATURE

This second chapter explains several theories and issues concerning Self-Regulated Learning process in thesis writing. It is used as reference to strengthen the problem discussed in this research. This chapter as well as contains the previous study related to this research.

A. Theoretical Framework

1. Definition of Self-Regulated Learning (SRL)

The term Self-Regulated Learning developed by Bandura's social cognitive theory.¹⁰ According to that theory, a human is the result of interdependence causal structure form personal aspect or person, behaviour, and environment. Those three aspects are determinant aspects in self-regulated learning and it related each other. Person try to regulate his/herself and produce a behaviour, then that behaviour effect to the environment. Zimmerman defines self-regulated learning as a level where learner metacognitively, motivationally, and behaviorally participates in learning process.¹¹ It means that learners depend on their motivation in learning process and develop measurement of cognition, metacognition and behaviour along with monitoring their learning. Self-regulated learning is a combination between skill and willingness. Students' strategies are planning, controlling, and evaluating their cognitive, motivation, and behaviour. They do these strategies to optimize their performance and increase their skill.¹² Meanwhile, Wolters stated that self-regulated learning is students' active and constructive process in maintaining their learning goals by doing such

¹⁰ Bandura, *Self-Efficacy: The Exercise of Control*. (New York: Freeman, 1997).

¹¹ B.J. Zimmerman, "A Social Cognitive View of Self-Regulated Academic Learning". *Journal of Educational Psychology*, Vol. 81, 1989.

¹² Montalvo, "Self-Regulated Learning: Current and Future Direction". *Electronic Journal Research in Educational Psychology*. Vol.2, No.1, 2004.

effort such as monitoring, managing, and controlling their cognition, motivation, and behaviour.¹³ In conclusion, self-regulated learning is an active process which involving metacognition, motivation, and behaviour in reaching some goals of learning.

2. Aspects in Self-Regulated Learning

As stated by Zimmerman, there are three aspects in self-regulated learning; cognition, motivation, and behaviour. The detail explanations are follow:

a. Cognition

In cognition aspect, learners control and regulate their cognitive and metacognitive activities based on the need. Strategies to regulate cognition are:

1. Rehearsal strategy, it is a strategy that is used to remember the material frequently
2. Elaboration strategy, it reflected deep learning by summarizing the material with the learners own words.
3. Organization strategy, it is a deep process within the use of several technique such as making note, diagram or chart to organize the materials.
4. Metacognition regulation strategy, it is included some activities such as planning, monitoring, setting goals or making changes in order to make improvement in learning.

b. Motivation

In the area of motivation, the learners need to begin, organize or increase their willingness to begin and get ready for the next assignment. Motivation in regulation included thoughts, actions, and behaviour which make them try to influence their option, effort,

¹³ Wolters. *Assessing Academic Self-Regulated Learning*. (Conference on Indicators of Positive Development: Child Trends, 2003).

and diligence for their academic work. Motivation in regulation included:

1. Mastery self-talk, it means that learners think about the authority in goal orientation such as satisfying their curiosity to become competent and increase the autonomy.
2. Extrinsic self-talk, it is when learners want to stop their learning process, they will think about getting a better achievement or trying to do well in classroom in order to convince themselves to continue their learning.
3. Relative ability self-talk, it is when learners think about their performance in reaching their learning goals by doing better effort than other people.
4. Relevance enhancement, it involves the learners effort to increase the relationship between the significance of the assignment and their personal interest.
5. Situational interest enhancement, it describes the learners activities to increase their intrinsic motivation in doing their work or assignment through personal interest.
6. Self-consequating, the learners maintain and prepare themselves within the intrinsic consequence in order to keep consistant in learning activity. They can use reward and punishment as the consequence itself.
7. Environment structuring, it refers to the learners effort to fully concentrate in decreasing the interference from their learning environment to complete their academic work.

c. Behavior

The strategy to regulate behavior involve individual effort to control her / his own behavior. Learners may

manage their time and learn the situation by managing their learning such as use a schedule and make a plan before the learning process begin. Regulation in behavior included:

1. Effort regulation
2. Time/study environment, learners manage the time and place by making a study schedule to make the learning process easier.
3. Help-seeking, learners may seek helps from friends, teacher, and other people.

3. Process of Self-Regulated Learning

Zimmerman points out that self-regulated learning process occurred in the three phases called Cyclical Phases which show the interrelation between metacognitive and motivational processes.¹⁴ Those phases consist of (1) forethought, (2) performance or volitional control, and (3) self-reflection. Below is the detail of Cyclical Phases or Zimmerman model of self-regulated learning:

¹⁴ Ernesto Panadero, "A Review of Self-regulated Learning: Six Models and Four Directions for Research". *Frontiers in Psychology*. Vol. 8, April 2017, 3.

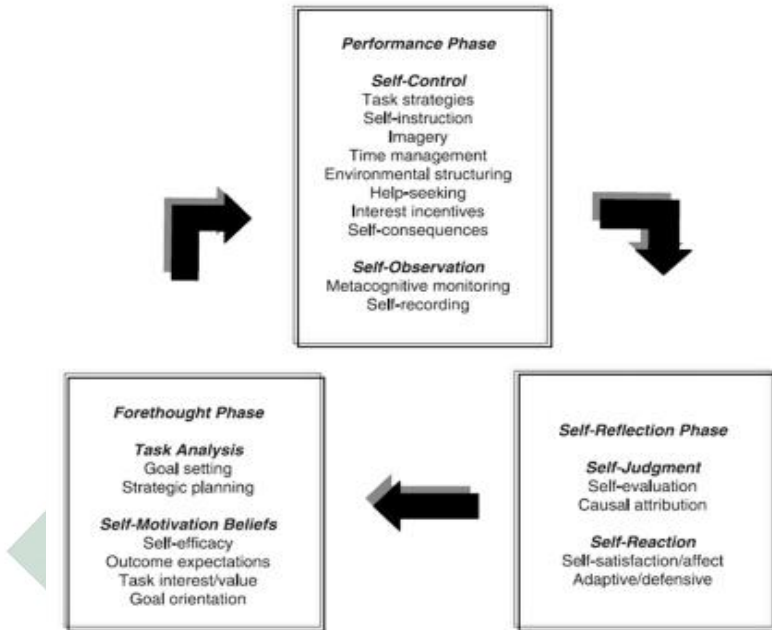


Figure 2.1 Cyclical phase of self-regulated learning by Zimmerman

a. Forethought Phase

Forethought phase related to the processes and beliefs that occurred before a person doing efforts to learn. There are two categories in forethought phase:

1) Task analysis.

Task analysis covers goal setting and strategic planning. Goal setting refers to the action in deciding specific result of learning or performance. For example solving mathematic problems when the learning process is on going. Meanwhile, strategic planning means choosing the appropriate method or strategy in order to be

mastered or performed maximally the task in a certain skill or to reach the goal of learning.

2) Self-motivation beliefs

It involves self-efficacy, outcome expectations, task interest / value, and goal orientation. Self-efficacy refers to the personal beliefs about having a capability to learn or perform effectively. Outcome expectations refers to the result or the ultimate end of such a performance / learning. Intrinsic interest refers to the individuals' evaluation about the skill in doing the task for its own benefits. The last, learning goal orientation focused on the evaluation of the learning process.

b. Performance or Volitional Phase

Performance phase includes several processes occurred when individual doing actions to reach the learning goals which have been set in the forethought phase. This phase is categorized into two major categories:

1) Self-control

Self-control process such as self-instruction, task strategies, imagery, environmental structuring, interest incentives, self-instruction, self-consequences, time management, and help-seeking could help the individuals to be concentrate on the works or assignments and optimize the effort to attain the goals that have been set.

2) Self-observation

It refers to the individuals' self-sighting to their own learning and performance, condition surrounding and its consequences. effect and any condition occurred on it. Self-observation involved two sub-processes, metacognitive monitoring and self-recording.

c. Self-reflection Phase

Self-reflection phase is a process that occurred after all learning efforts happened along with the learners responses to the ir experience during the learning activity. It gives influence to the first phase; forethought phase in setting learning goals and the steps that will be done. All phases; forethought, performance, and self-reflection phases happened cyclically. Two categoris of this phase are:

1) Self-judgement

Self-judgement includes self-evaluation to the individuals performance in the purpose of reaching the learning goals and explaining significant causes toward their achievement (causal attribution). In self-evaluation, they tend to compare personal performance toward certain goal or standard that have been decided in forethought phase.

2) Self-reaction

It involves the feelings of satifaction and positive affects towards one's performance. Self-satisfaction/affect and adaptive/defensive were being covered in self-reaction. When self-satisfaction/affect increased, it will enhance motivation. On the contrary, when it decreased, it will ruin further efforts in learning. Meanwhile, adaptive/defensive refers to the way how individuals change their self-regulatory approach by doing some efforts to perform or learn.¹⁵

¹⁵ B.J. Zimmerman. "Attaining Self-Regulation – A Social Cognitive Perspective". In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.). *Handbook of Self-Regulation* (New York: Academic Press, 2000).

4. Thesis Writing

Richard de Neufville and Frank Field defined a thesis as a ratio that an individual advances and offers arguments to maintain proposition.¹⁶ Ratio here means it an idea, a theory or a suggestion is put forward. A thesis provides a reasoning for accepting the proportion made rather than relying on point of view. Additionally, the thesis claim should be upheld, rendered persuasively by reasonable reasoning and ample accident.

Thesis included in one of the example of academic writing. Academic writing refers to the writing which done in an academic courses.¹⁷ The word academic itself related to educations, such as at school and university or collage. Common types of academic writing usually can be found in students' task even a graduate students still conducting this kind of writing. Those types are such as notes, report, project, essay, dissertation/thesis, and paper.

In order to make a good writing, there are some stages or processes which should be considered.¹⁸

a. Planning

The aim of this first stage is to take the information from the task environment and from long-term memory of knowledge then to use it to set goals and to establish a writing plan to guide the production of the text which will meet those goals. There are three subprocesses in planning process:

1) Generating

It intends to redeem the information about the topic of writing.

¹⁶ Richard, et.al. *Thesis Definition and Preparation: Some General Guideline* (Cambridge, 2010), 2.

¹⁷ Stephen Baley, *Academic Writing - A Handbook for International Students* (New York: Routledge, 2015), 3.

¹⁸ John Richard Hayes – Linda Flower, *A Cognitive Process Theory of Writing* (Pittsburgh: Carnegie Mellon University, 1980), 12.

2) Organizing

The function of this subprocess is to choose the most important and useful information in generating process the organize them into a writing plan.

3) Goal setting

A writer usually may say such thing like “Better keep it simple” or “I need to write transition here”. The process of setting goals defines these parameters for later use in editing.

b. Translating

The aim of this process is to take the writing’s material from memory then transform it into the correct form of writing which should be acceptable in English writing rules.

c. Reviewing

This process is aimed to improve to improve the quality of a writing. There is just one subprocess in Reviewing, that is Editing. It means detecting and correcting every single word in the written text from an offense such as inaccuracies of meaning and evaluate its consistency to the writing goal, that is the funtion of this process.

5. Self-Regulated Learning in Thesis Writing

Writing is a very challenging and complex process. A writer have to maintain a concentration to factors included structure, type and features, aim and objectives, readers needs along with their perceptions, and assessment of contact between writer and reader when negotiating the rules and mechanics of writing.¹⁹ Becoming an expert writer is a cycle of growth requiring high levels of

¹⁹ K.R Harris, et.al, “Self-regulated strategy development: Two decades of classroom-based research”. Manuscript submitted for publication, 1997.

personal control and strategic behaviour.²⁰ Strategic analysis is necessary in order to develop skills in any field of study and is critical in a highly complex network of interconnected processes such as the composition of text. Each stage of writing includes individual motivation in task and processes with basic components of self-regulation such as memory strategy, goal-setting, self-assessment, seeking assistance, environmental structuring, accountability, and organization.²¹

When writing long texts, a writer must control cognitive, metacognitive, motivational, and linguistic processes. In literature, Zimmerman and Risemberg described self-regulation as the self-initiated thoughts, feelings, and behavior that writers use to achieve different literary goals, including enhancing their writing skill and improving the quality of the text they produce. With such an arduous and challenging job, professional writers prefer to use different self-regulatory techniques to control and regulate the nature of the writing process.²²

In the process of creating an academic writing such as a thesis, there are many and complex steps and requirements which the students have to pay attention to. The rules and mechanics of a thesis writing are also more complicated rather than other kinds of writing such as an essay or proposal writing. Therefore, self-regulated learning may play an important role in the process of creating a thesis and to reach the goal of the writing itself.

²⁰ Anabela Malpique, et.al, "Self-Regulated Strategies for school Writing Tasks: A Cross-Cultural Report". *Psychology of Language and Communication*. Vol. 21 No. 1, 2017, 245.

²¹ Yaghoob Nami, et.al, "The Relationship between Self-Regulation Approaches and Learning Approaches in English Writing Task on English Foreign Language Students". *Procedia – Social and Behavioral Sciences*. Vol. 47, 2012, 614.

²² Shirin Abadikhah, et.al, "EFL Students Attitude towards Self-Regulated Learning Strategies in Academic Writing". *Issues in Educational Research*. Vol. 28 No.1, 2018, 1.

In English Language Education Department, there are some stages in doing thesis writing. First, the students are asked to submit the research framework which included title, background of the study, research question, theoretical framework, research methods, and previous study. In order to complete those items, department requires them to find the references in making research framework. After they submit the research framework, department decides to accept the research framework or not. If they are accepted, they have to complete chapter 1 to chapter 3 of the thesis. The department gives them two supervisors who can lead and help them if they have difficulties in writing their thesis. Then, after completing chapter 1 to chapter 3, they are allowed to have seminar proposal. After that, they have to collect the data of research and process it. The next stage is completing the thesis by writing chapter 4 and chapter 5. The last, by the approval from the supervisors, they can present their thesis to the examiners. If there is some mistakes in their thesis, they have to revise it based on the suggestion from the examiners.

B. Review of Previous Study

Some researches previously conducted by other researchers as related to students' Self-Regulated Learning process in thesis writing. The first previous study comes from Yaghoob Nami. It examined the correlation between self-regulation approaches and learning approaches in English writing on EFL learners.²³ This study involved 123 university students who were above than 2nd semester in English, Teaching, Literature, and Translating major. The Revised Learning Process Questionnaire (R-LPQ) was used to measure the learning approaches and the Academic Self-regulated Learning Scale (A-SRL-S) was used to measure students' self-regulation. The result showed that learning strategies were

²³ Yaghoob Nami, et.al, "The Relationship between Self-Regulation Approaches and Learning Approaches in English Writing Task on English Foreign Language Students". *Procedia – Social and Behavioral Sciences*. Vol. 47, 2012, 614

significantly correlated with self-regulating aspects such as self-assessment, seeking support, environmental structure, and accountability.

In 2018, Shirin, Zahra Aliyan, and Hassan Talebi conducted a research which investigated the attitude of university students' in writing academic papers towards self-regulated learning strategies.²⁴ This contrasted the attitudes of two third and fourth groups of university students in the use of self-regulated learning approaches to find out if academic education helps students to become more self-regulated authors over time. A 60 items questionnaire was distributed to 98 university students of English language. The finding revealed that the participants were moderate in the use of self-regulatory approaches. Furthermore, it indicated that some writing strategies such as pre-writing, goal setting, and self-consequence were not employed by the respondents. by using a sample of t-test, it was found that third year students were more frequently employed SRL strategies compared to the fourth year students.

The next previous study conducted by Lynne Hamman who conduct a research related to self-regulation in academic writing task.²⁵ It investigated writing beliefs, self-regulatory behaviours, and epistimology beliefs of preservice teachers in academic writing tasks. Three kind of questionnaires were used to collect the data for each aspect; writing beliefs, self-regulatory behaviours, and epistimology beliefs. The result showed that cognition knowledge and regulation are related positively to reading pleasure, and cognition knowledge was related negatively to ability beliefs as a fixed entity. Reading satisfaction was correlated with learning and self-assessment.

David Hallberg and Ulf Olsson also conducted research related to this study about self-regulated learning in

²⁴ Shirin Abadikhah, et.al, "EFL Students Attitude towards Self-Regulated Learning Strategies in Academic Writing". *Issues in Educational Research*. Vol. 28 No.1, 2018, 1

²⁵ Lynne Hamman, "Self-Regulation in Academic Writing Tasks". *International Journal of Teaching and Learning in Higher Education*. Vol. 17, No. 1, 15-26

students' thesis writing.²⁶ This study investigated on how self-regulated learning and cooperation between learning orientation and study success. Vermunt's Self-Regulated Learning instrument used in this research. It is made up of 120 objects on a 5-point Likert scale. The instrument addressed techniques for cognitive processing, metacognitive control methods, learning orientations, and learning concepts. This study involved 56 supervisors and 229 students who took thesis course. This study revealed that the relation between self-regulated learning and completed thesis was not strong.

The last previous study conducted by Anabela Malpique, Ana Margarida, and Lourdes Maria who investigated self-regulated strategies for school writing task which involved a cross-cultural report.²⁷ It examined cross-cultural differences in the recorded use of self-regulated writing strategies by students in the 9th grade . It evaluated 12 self-regulated strategies for the writing of self-regulated environmental, behavioral, and personal processes. 732 in the transition to high school, Portuguese and Brazilian students from mainstream urban schools reported using strategies. In countries with medium effect size and statistically significant small effect size for gender main effects, there were important main effects. All contrasts between males and females showed significant variations and sizes of medium effect within gender categories. Most of the differences were based on personal self-regulated strategies.

²⁶ David Hallberg and Ulf Olsson, "Self-Regulated Learning in Students' Thesis Writing". *International Journal of Teaching and Education*. Vol.5, No. 1, 2017

²⁷ Anabela, et.al., "Self-Regulated Strategies for School Writing Taks: A Cross-Cultural Report". *Psychology of Language and Communication*. Vol.21, No.1, 2017.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the procedure in conducting this research. It consists of research design, participant, data collection technique, research instrument, and data analysis technique.

A. Research Design

This study investigates the students' Self-Regulated Learning (SRL) process in writing a thesis. This research is qualitative research that used a survey to know how is the students' Self-Regulated Learning process in thesis writing. Neuman stated that survey is used to ask people or respondents about their beliefs, opinion, characteristics, and past or present behavior.²⁸ Survey is used in many forms such as interview, internet opinion poll, and many types of questionnaires. This research uses questionnaire to obtain the data about students' Self-Regulated Learning process in thesis writing.

B. Participant

This participants of this research are students of English Language Education Department at UIN Sunan Ampel Surabaya who are in the process of writing a thesis or fresh graduates who are recently completed their thesis writing. The researcher targeted a hundred participants, but it is only collected around 85 participants. This number is still allowed as Hatch and Lazaraton stated that minimal number of participants in a research are 30 participants.²⁹

C. Data Collection Technique

The data collection technique deals with the steps in how the researcher collect the data. This research used a questionnaire as the instrument to collect the data. It is used to describe the students' Self-Regulated Learning process in thesis writing. The questionnaire distributed in an online form

²⁸W. Lawrence Neuman, *Social Research Method: Qualitative and Quantitative Approaches* (Pearson: Pearson Education, 2014), 317.

²⁹E Hatch, and A. Lazaraton. *The Research Manual*. (New York: Newbury House, 1991).

that is google form. From a hundred questionnaire distributed, there are 85 students who give the responses. To describe students' Self-Regulated Learning process in thesis writing, the questionnaire consists of three chapters. The first chapter is about the participants' personal information such as email address, gender, academic year, age, and have completed the thesis or yet. The second and third chapter are about close-ended and open-ended questions related to the students' Self-Regulated Learning process in thesis writing.

D. Research Instrument

A tool which used by a reseacher to collect the data is called instrument.³⁰ It has been stated in the previous section that this research use a questionnaire as an instrument in collecting data. Based on Wilson and McLean, questionnaire is an instrument that widely used in survey research, it provides a structured numerical data which are able to be administrated without the presence of the researcher, and easy to analyze.³¹ This questionnaire of this research consists of close-ended and open-ended questions which describe the process on how the students regulate their learning in writing thesis. Close-ended questions are questions that provide response options for the participants. Close-ended questions in this research use Likert scale which categorized into four categories of agreement; strongly agree, agree, disagree, and strongly disagree. Meanwhile, in open-ended questions the participants are free to express their opinion without any limitation of categories.³² They write and explain the processes they do when they write their thesis in a description form. The close-ended questions of the questionnaire used in this research was adopted from a dissertation by Daniel Frederico. However, not all of his questions are used in this research. It is used based on the need

³⁰Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Reasearch in Education*, 8th Ed (Mc Graw Hill: 2009), 111.

³¹Louis Cohen, Lawrence Manion and Keith Morrison, *Research Method in Education* (New York: RoutledgeFalmer, 2000), 24.

³²Louis Cohen, Lawrence Manion and Keith Morrison, *Research Method*255.

of this research. From 30 questions exist in Daniel's dissertation, only 28 questions are used in this research.

E. Data Analysis Technique

As stated in the previous section, this research used questionnaire which has to types of data. The data collected from close-ended questions and qualitative data collected from open-ended questions. It analyzed using Statistical Package for Social Science (SPSS) application.

These are the steps for analyzing the data:

1. After the questionnaire being collected, the researcher check and read the result.
2. The answers in open-ended questions are categorized into several categories. In this case, the researcher gathers the answers that have similar intentions into one category. Then calculate the total number of students who answer in each category.
3. For close-ended questions, the researcher calculate the total number of students who select each options (strongly agree, agree, disagree, and strongly disagree) in each statement. It being calculated using SPSS application by looking for the frequency of each option. Then, the researcher take 10 statements that has the highest total number of agreement.
4. Lastly, the result of the data described in the form of table and diagram to ake the readers easy in getting the information and interpreting the result.

CHAPTER IV

FINDING AND DISCUSSION

This chapter explained the finding of the reasearch about Self-Regulated Learning (SRL) process in thesis writing and discussed the result according to the theories and previous studies. The researcher presents the finding of the research in order to answer the research question stated in the earlier chapter. This chapter contains two sections, finding as well as discussion.

A. Finding on Students' Self-Regulated Learning Process in Thesis Writing

To find out the students' Self-Regulated Learning process in thesis writing, this research distributed questionnaires to 85 University students of English Language Education Department of UIN Sunan Ampel Surabaya. As this research identified the process on how students write their thesis. From 85 students, 24 of them have completed their thesis and 61 students are still in the process of writing a thesis. The questionnaire included 28 close-ended questions and 2 open-ended questions. The result of close –ended questions can be seen in table 4.1.

Table 4.1 Result of Close-ended Questions

No.	Statement	Options			
		Strongly agree	Agree	Disagree	Strongly disagree
1.	Before I start writing on my thesis, I set my thesis writing goals.	51	30	2	2
2.	I choose a topic of thesis that challenge me.	10	32	37	6
3.	I learn new things during the process of my thesis writing.	54	27	4	0
4.	I want to get better result in writing on my thesis than other students.	42	36	6	1
5.	I want to do well in writing my thesis to show my ability to my supervisors, family, and friends.	41	38	3	3
6.	Before writing the thesis, I make a plan about what will be written and organized.	44	36	4	1
7.	I seek some	63	20	0	2

	informations in books, Internet, and other sources to get ready for my thesis writing.				
8.	When I face a problem during my thesis writing, I try to find the solution	43	38	3	1
9.	I am very interested with the topic / content of my thesis.	24	51	8	2
10.	I think what I am learning during the process of thesis writing is related to what I have known.	30	48	7	0
11.	During the process of thesis writing, I make some notes to help organize my thoughts.	36	45	4	0
12.	I find it hard to stick a study schedule of this thesis writing.	19	29	28	9
13.	I make sure I	12	38	33	2

	keep up with the daily reading and work on my thesis.				
14.	I do not spend much time on thesis writing because of other activities.	17	21	35	12
15.	I share my problems during the process of thesis writing to my friends and try to find its solution.	31	42	9	3
16.	If I have difficulties during my thesis writing, I try to handle it by myself.	13	40	24	8
17.	I make some question-answer form in order to test my understanding about my thesis content.	23	32	29	1
18.	During the process of thesis writing, I often miss important points because	12	34	29	10

	I am thinking of other things.				
19.	During the process of thesis writing, I think whether I meet my goals or not.	30	46	8	1
20.	I think there are things to do after I finish my thesis writing.	29	44	7	5
21.	I think about how well I have accomplished my goals after I finish my thesis writing.	28	46	11	0
22.	I think that I have learned so many things after I finish my thesis writing	39	35	10	1
23.	If I use the appropriate learning strategies, then I will be able to learn the content of my thesis.	34	44	7	0
24.	If I try hard enough, then I will	44	38	3	0

	understand the content of my thesis.				
25.	I feel fulfilled when my supervisors, family, friends, and others praise my result.	39	38	6	2
26.	My mistakes help me to improve my work on my thesis writing.	43	38	4	0
27.	I change some learning strategies when I find difficulties.	19	54	12	0
28.	After the thesis writing, I think I will be able to do better in the next writing activity.	28	47	9	1

Table 4.1 shows the result of close-ended questions. The statements reflected the students' self-regulated learning process in thesis writing. In each statement, there are four options of the students' answer whether they go through that process or not. The first statement is about setting goal of thesis writing before begin to write. Out of 85 students, there are 51 students who select strongly agree, 30 students agree, 2 students disagree, and 2 students are strongly disagree to the statement. It means that students who choose the option strongly agree and agree do this first process. It evidenced by the total number of students

who do this process is 81 students and 4 students do not go through this process. This result also supported by the students' answer in open-ended question that most of them make some goals before starting to write their thesis. After the students set their goals, they choose a topic for their thesis. The second statement shows whether the students choose a challenging topic or not. The result shows that 10 students are strongly agree, 32 students are agree, 37 students are disagree, and 6 students are strongly disagree to the statement. The total number of students who select strongly agree and agree (42 students) are more than the students who select disagree and strongly disagree (43). It means that most of the students choose a topic which is not challenge them.

In the process of writing thesis, the students certainly could learn new things. It refers to the third statement which has 54 students are strongly agree, 27 students are agree, 4 students are disagree, and there is no students who select the option strongly disagree. It means that 81 students do this process and only 4 students are not. The majority of the students also have a willingness to have a better result or achievement in thesis writing compared to other people and it reflected on the fourth statement. It evidenced by there are 42 students select the option strongly agree, 36 students are agree, 6 students are disagree, and only 1 students are strongly disagree to this statement. The students also want to do their best in writing the thesis in order to show their ability to other people. This statement gets 41 students are strongly agree, 38 students are agree, 3 students are disagree, and 3 students are strongly disagree. It means that 79 students do this process and 6 students are not.

In the early process of writing thesis, the students also make a plan for what will be written on their thesis. It is on the sixth statement which has 44 students are strongly agree, 36 students are agree, 4 students are disagree, and only 1 students are strongly disagree to the statement. It means that 80 students do this process and 5 students are not. To get ready for the writing, they also need to look for informations related to their thesis on some sources such as books, Internet, journal, and so on. According to table 2.1, 83 students go through this process and

just 2 of them are not. It also evidenced by the answer in open-ended questions that out of 85 students, more than 90% of them are doing so. In preparing their thesis writing, they usually find problems and they try to find its solution. The result shows that 81 students are doing so and just 4 of them do not try to find the solution of their problem. The students' interest about their topic of thesis is necessary. It is stated in table 4.1 that 75 students are interested to their topic of thesis. Meanwhile, 10 students are not interested to the topic of their own thesis.

Statement 10 indicated that what the students learn during writing thesis is related to what they have known before. There are 30 students who strongly agree, 48 students agree, 7 students disagree, and there is no student who strongly disagrees to that statement. It means that they think that they learn things that related to their knowledge before. With 78 students do this process and 7 students do not do this process. In writing the thesis, the students also make notes to organize their idea and thought. There are 81 students who strongly agree and agree to this statement and 4 students disagree. It means that most of them do through this process in thesis writing. Statement 11 stated that whether the students find it hard to stick to the study schedule of thesis writing or not. From 85 students, 48 students find it hard to do it and 37 students do not have any problems related to the study schedule. That statement is still related to statement number 13. It is about keeping up the daily reading and working on the thesis. 12 students strongly agree, 38 students agree, 33 disagree, and 2 students strongly disagree to the statement. It shows that the students tend to do this process. It is evidenced by 50 students who select the options strongly agree and agree. Meanwhile, 35 students do not do this process. Still related to time management, statement 14 discusses about whether the students spend much time on thesis writing because of other activities or not. There are 17 students who strongly agree, 21 students agree, 35 students disagree, and 12 students strongly disagree to the statement. It can be concluded that 38 students do not spend their time on thesis writing and 47 students do. It means that 47 students who

tend to disagree to the statement spend their time on their thesis writing.

The next statement is about sharing the problems found when the students wrote the thesis and try to find the solution. There are 31 students who choose strongly agree and 42 students choose agree. It means that 73 students do this process. In the contrary, 9 students are disagree and 3 students are strongly disagree to the statement. It means that those 12 students do not share the problems faced during writing on their thesis. This result also supported by the students' answer on open-ended questions. The question is about whether they seek help from other people when they found a problem or not along with the reasons. The result indicated that the majority of the students (N=83) asked favour to their friends in writing the thesis. There are various reasons of why they asked others' help and it can be concluded that there were 5 reasons. They are because they can ask others' opinion about the thesis, can give some corrections if there were any errors in their thesis, can give some solutions to their problem, can give some new informations or knowledge related to their thesis, and the last reason was because others can be the motivation in writing their thesis. Those reasons were named into 5 terms, they were opinion, correction, solution, new information, and motivation.

The reason which the students mostly mention is about opinion with the presentage of 30,6 % and it became the highest presentage. As student 50 wrote, *"I asked some helps to my comrades and friends who were experienced in a thesis writing by asking their opinion toward my thesis both about the content and the writing structure and it was very needed for me"*. Another is from student 80 who wrote that it is very helpful when she asked others opinion about her thesis because she realized that she is not good in English academic writing, especially thesis writing. In addition, by asking others opinion she can know what are the strength and weakness thing about her thesis from the reader's perspective. The other reason why the students asked others help is because they can give some correction if there are some errors in their thesis. There are 28,2 % of students who mentioned this reason. This is evidenced by the answer from

student 42, she wrote *“I need someone to review the errors and give the correction towards my thesis, therefore it can make my thesis better”*. The next reason is about by asking others help, they can give some solution to any problems faced during the process of thesis writing. It was mentioned by 16,5 % of students. According to student 58, she said *“because by discussing and talking about some difficulties I faced with my friends who were also in the process of writing a thesis, then it will very helpfull to find the solution together”*. Another different reason is that the students asked for helps from others because they can add many knowledge and new ideas related to their thesis. There are 18,8 % of students who mentioned this reason. As student 26 stated, *“when I asked someone’s help whether to my supervisors, friends, and senior, it can makes me find new things that I never knew before”*. For the last reason is related to motivation, like student 18 wrote that she is being motivated in writing her thesis by asking some helps and comments from other people. This reason stated by only 2,4 % of students.

If there are 82 students who are asked some helps during the process of thesis writing, 3 students are in the opposite. They do not ask any helps from others. According to student 48 who stated *“I did not ask any helps because it can affect my own ideas and opinion about my thesis”*. Another statement is from student 63, she said that if she asked others help, it can make her even more confused. The third student who said that she did not asked for other helps is because in writing a thesis, the one who know and understand better the goal of the thesis is herself, not other people.

The following statement on close-ended questions is about when the students found difficulties in writing their thesis, they handle it by themselves. The result shows that 13 and 40 students agree to the statement which means that they do this process. Meanwhile, 24 and 8 students are disagree to the statement and they do not face their difficulties by themselves. The next process is about making a question-answer form which aimed to test their understanding about their thesis. There are 23 students who are strongly agree and 32 students who are agree to the statement. Whereas, 29 students are disagree and 1 students

are strongly disagree to the statement. It shows that most of the students tend to do this process. During the process of writing thesis, the students may miss important points because of thinking other things. It can be seen by the result of the statement number 18. There are 12 students who are strongly agree, 34 students who are agree, 29 students are disagree, and 10 students are strongly disagree to the statement. It means that 46 students often miss important points and 39 students do not miss important points in thesis writing because of thinking other things. The students also make sure whether they have met their goals that they set before or not. It stated in statement number 19. It can be seen that 30 students are strongly agree and 46 students are agree to the statement and it means that they do this process. There are 8 students are disagree and 1 students are strongly agree to the statement which means that they do not do this process.

Statement 20 is about whether there are things to do after finishing the thesis writing. 29 students select the option strongly agree and 44 students select the option agree. It shows that 73 students think that there are something to do after finishing thesis writing. Only 12 students think that there is nothing to do after completing thesis writing. It can be seen that there are 7 students who are disagree and 5 students who are strongly disagree to the statement. Statement 21 stated about how well the students accomplish their goals right after finishing the thesis writing. the majority of the students do this process. It evidenced by 28 students are strongly agree and 46 students are agree to the statement. Meanwhile, 11 students are disagree and there is no students who choose the option strongly disagree. After finishing the thesis writing, the students think that they learned many things when they wrote their thesis. 74 students tend to do this process and 11 students are not. The use of appropriate strategies also influence the process of thesis writing. If the students use the appropriate strategies when they worked on their thesis, they will be able to learn the content of their thesis. It can be seen by the number of students who choose the option strongly agree and agree, that is 34 and 44 students. And only 7 students who are disagree to the statement. Aside from the strategies, their their

hard work also gives effect on their understanding about their own thesis. 34 and 44 students are strongly agree and agree to the statement. And only 7 students who disagree to that statement.

There are 39 students strongly agree and 38 students agree to the statement about the students are fulfilled when they get praises from other people about the result of their thesis writing. Only 6 students who disagree and 2 students who strongly disagree to the statement. It means that they are not satisfied by being praised from other people. After finishing the thesis writing, the students also feel that the mistakes they did could help them to improve their work on their thesis. It is evidenced by 43 students strongly agree and 38 students agree to the statement. It means that the majority of them do this process. Meanwhile, only 4 students who think that the mistakes could not help them in working on the thesis. When the students find difficulties in writing the thesis, they may change their learning strategies. That statement gets 19 students who select the option strongly agree and 54 students are agree. 12 students are disagree to the statement and it means that they do not change their strategies when found difficulties. The last, after completing thesis writing, the students think that they are able to do better on the next writing. 28 students are strongly agree, 47 students are agree, 9 students are disagree, and just 1 student is strongly disagree to the statement. It means that the majority of them believe that they will do better on the next writing activity.

From 28 statements on close-ended questions of the questionnaire, the researcher decides to take 10 statements that get the highest total number of students who select the options strongly agree and agree, because it shows that those statements of self-regulated learning process are most often done by the students. It is taken by adding the numbers of those two options in each statement. It can be seen in chart 4.1

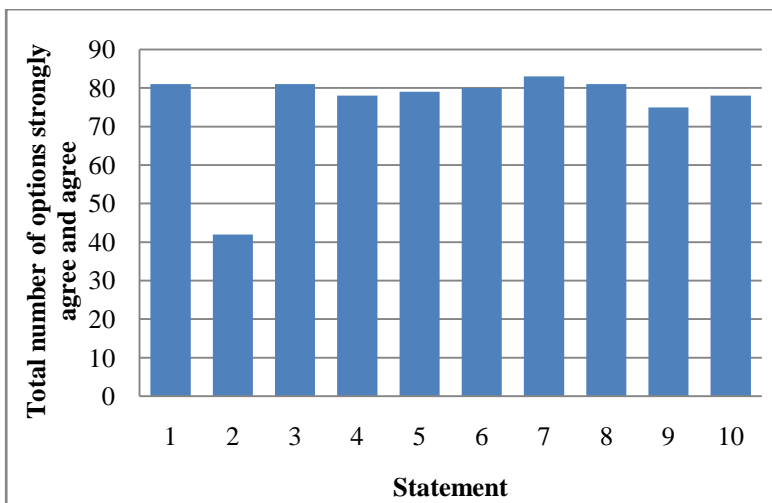


Chart 4.1 Ten (10) Statements that get Highest Total Number of Agreement

Chart 4.1 shows that among those 10 statements, statement number 7 get the highest total number of agreement. It is about seeking any informations form sources such as book and Internet to get ready for thesis writing. Out of 85 students, 83 of them are agree to the statement and do this process. The second is statement number 24 which gets 82 students go through this process. It is about if the students work hard, they will undertand deeply the content of their thesis. The next is statement number 25 which also gets 82 students who are agree to the statement. Statement 25 related to get praises from other people about the result of thesis writing. The following statement is from statement number 1. It is about setting goals of thesis writing and 81 students do this process. It is followed by statement number 3 that talk about learning new things when writing the thesis. There are 81 students who do this process. Next is statement number 8 which is about finding the solution of problem faced during writing the thesis. 81 students are agree to the statement and go through this process. Statement number 11 also gets 81 students who agree to the statement. It is about making notes to help

organize the thoughts and ideas. Statement 26 also gets 81 students who are agree and do the process. It is about the mistakes help them to improve their work on their thesis. From 85 students, 80 of them also make a plan about what will be written on their thesis and it stated in statemnet number 6. Lastly, statement number 5 gets 79 students who are do the process that is about the students' willingness to do well in thesis writing to show their ability to other people.

B. Discussion

This section presents the discussion based on the findings and relate them to the theories and previous studies related to the students' Self-Regulated Learning (SRL) process in thesis writing. The details and further informations follow:

The result of the questionnaire about students' Self-Regulated Learning process in thesis writing indicated that there are 10 processes that the students mostly go through. The first process which done by 83 students out of 85 students is looking for informations in any sources such as books, journal, Internet, and so on which related to the topic of their thesis. They do this process in order to get ready for their thesis writing. The result of open-ended question also show that the students find the references as a substance for their thesis writing activity. In English Language Education Department, when the students are asked to submit the research framework, they must find and bring some references. The department required them to bring 7 books and eight journals. Therefore, they seek informations in some sources because it is the requirement from the department. Based on the theory of Self-Regulated Learning by Zimmerman, this process included in forethought phase, precisely in strategic planning. In this case, the students use strategy that is finding informations to get ready for writing the thesis.

The second process that often done by the students is they think if they use appropriate strategies, they will have deeper understanding about the content of their own thesis. According to Zimmerman's theory this process included in self-reflection phase that is in causal attribution. In this phase, they evaluate what they have been done after finishing their thesis writing. Causal

attribution related to when the students found the causes of their achievement. In this case, most of them may use an inappropriate strategies and do not have a deeper understanding about their thesis. So that, in reflection phase they reflect that if they use the appropriate one, they will get a better achievement and result.

The following process is about getting praises from other people after completing thesis writing. Zimmerman classified this process in self-reflection phase and it is included in self-satisfaction. Self-satisfaction refers to how the individuals feel satisfied about their performance along with the result. They feel fulfilled when other people such as supervisors, examiners, friends, and family praise their achievement on thesis writing. Those praises hoped can be their motivation to do better on the next activity, especially in writing. It will not make them to stop learning anything.

The fourth process that the students tend to do is setting goals before starting to write on thesis or it can be called as goal setting. Goal setting included in forethought phase. Learners start a task with setting some goals for learning, goals for time use, and goals for a specific performance. Goals can be assumed as grade, in future job opportunities, or any other aspect related to the learners need.³³ In this case, the goals of writing a thesis commonly is to get a bachelor degree. As we know that one of its requirement is we have to make a final work called thesis. Moreover, the students have an ambition to get a high score in thesis subject, then it will make them working hard to achieve it. Able to write a kind of scientific papers that relevant with their field of study is another goal of writing a thesis. Goal setting also has a significant relationship with positive outcomes, as in a research by Morisano, Hirsh, Peterson, Pihl, and Shore.³⁴ Learners who has specific goals for their learning, they seems to do some efforts to achieve it. They make their ideal future and specify goals that will lead to their ideal

³³Bandura. *Social Foundations of Thought and Action: A Social Cognitive Theory*. Engelwood Cliffs (NJ: Prentice Halls, 1986).

³⁴Morisano, et.al. "Setting, Elaborating and Reflecting on Personal Goals Improves Academic Performance". *Journal of Applied Psychology*. Vol. 95, No. 2, 2010.

future, evaluate the achievement of these goals, consider the strategies to realize these goals, consider any obstacles they might face and how to overcome it to reach their goals, then set benchmarks so they can monitor their progress in achieving these goals that they set for themselves. This result is in contrast with the study by Shirin Abadikhah, Zahra Aliyan and Seyed Hassan talebi.³⁵ That study revealed that the participants are rarely set their goals before starting to perform in writing. This difference can be caused by different culture which n that study was conducted to Iranian university students.

The fifth process is the students learn new things when they work on their thesis. Same as the previous process, this is belongs to forethought phase and also in goal setting. When the students looking for the references in books and pther sources the they read it, exactly they learn new things that they never knew before. This process also can happen in performance phase. Performance phase is a phase that ocured during the process of thesis writing. When they are in the process of writing the content of the thesis, such as processing the data obtained, they may learn somethings that new for them. For example how to collect, analyze, and interpret the data. So, one process can be found in several phases but with different point of view.

The next process is about trying to find the solution of problem faced during the process of writing thesis. This process included in forethought phase, that is in self-efficacy. Self-efficacy related to personal beliefs about ability to perform optimally. This also can be found in performance phase. When they perform, in this case is write the thesis, they may face problems or difficulties. For example the students do not know how to write baskground of the study. Then they try to find the solution on how to do it by asking to their supervisors or friends. They also may find it by theemselves such as search on the internet how to write background of the study.

³⁵Shirin, et.al. "EFL Students' Attitude towards Self-Regulated Learning Strategies in Academic Writing". *Issues in Educational Research*. Vol. 28, No.1, 2018.

The seventh process is about making notes in order to organize the thoughts and ideas. This process according to Zimmerman is included in performance phase, that is in task strategies. In this phase, they applied some strategies to write the thesis. One of the strategies is making note. It helps them to generate and organize their ideas and thought that come to their mind then write it to their thesis. Making note is one of the strategies in writing that can help the writer do their work easier. As John Richard Hayes and Linda Flower stated in their research, the first process of writing is planning. In planning process there is a sub process called generating. Its function is to take the informations relevant to the task and writers may produce a note in this sub process.³⁶

The eighth process is the students realize that every mistake help them to improve their work on thesis writing. This process included in self-reflection phase, that is in adaptive/defensive. Zimmerman and Kitsantas stated that the errors made in writing, sustain some efforts to learn.³⁷ The more a self-regulated learner make mistakes or errors in writing, the more they learn new things that will lead them to have better skill in writing. When they made mistakes, in that moment they have not know yet about something they do. For example when they made mistakes on making a research question. They may did not know exactly how to make it, but after given a correction by other people such as supervisors, then they already know how to make it. Therefore, they can improve their skill on thesis writing.

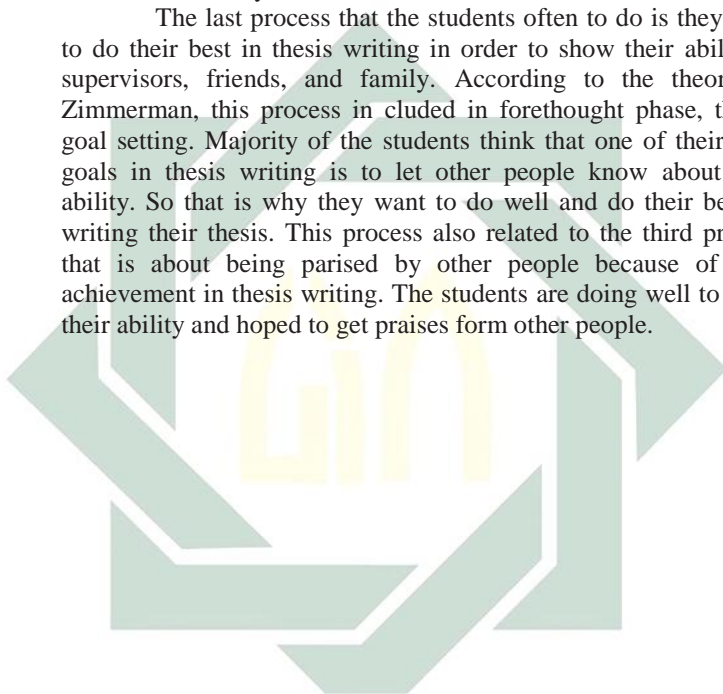
The next process is the students make a plan about everything that will be written on their thesis. This process included in forethought phase, that is goal setting. This process happens before they starting to write. They may do this process because by making plan they will be able to reach the goals that

³⁶Linda Flower – John R. Hayes, “A Cognitive Process Theory of Writing”. *College Composition and Communication*. Vol. 32, No.4, 1981, 372.

³⁷Zimmerman & Kitsantas. “A writer's discipline: the development of self-regulatory skill”. In G. Rijlaarsdam (Series Ed.) and P. Boscolo & S. Hidi (Volume Eds.). *Writing and Motivation* (Oxford: Elsevier, 2007), 51.

they set before. In this process, they may use mind map or making list about something that they are going to write. For example, in making background of the study. They plan to write something that must exist in that part, such as the reason of why their research is important to do, the reason of why choosing the object of the research, and many more.

The last process that the students often to do is they want to do their best in thesis writing in order to show their ability to supervisors, friends, and family. According to the theory by Zimmerman, this process included in forethought phase, that is goal setting. Majority of the students think that one of their goals in thesis writing is to let other people know about their ability. So that is why they want to do well and do their best on writing their thesis. This process also related to the third process that is about being parised by other people because of their achievement in thesis writing. The students are doing well to show their ability and hoped to get praises form other people.



CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents conclusion and suggestion related to the topic of the research based on the finding and discussion in the earlier chapter. It concluded in the following explanation.

A. Conclusion

According to the data in finding chapter, the students of English Language Education Department are tend to do 10 self-regulated learning processes in thesis writing. Those processes are often done by the students. Those processes are seeking informations in any sources to get ready for the thesis writing, trying hard to understand deeply about the content of the thesis, getting praised by other people because of the achievement or result in thesis writing, setting writing goals before starting to write the thesis, learning new things when writing the thesis, finding the solution of the problems faced, making notes to organise the thoughts, improving writing skill through the mistakes done during the process of writing thesis, making plan for what will be written in the thesis, and the last doing well in thesis writing to show the ability to other people. In conclusion, every process of self-regulated learning is correlated each other and each process can happen not only in one phase, but it can be happen in more than one phase.

B. Suggestion

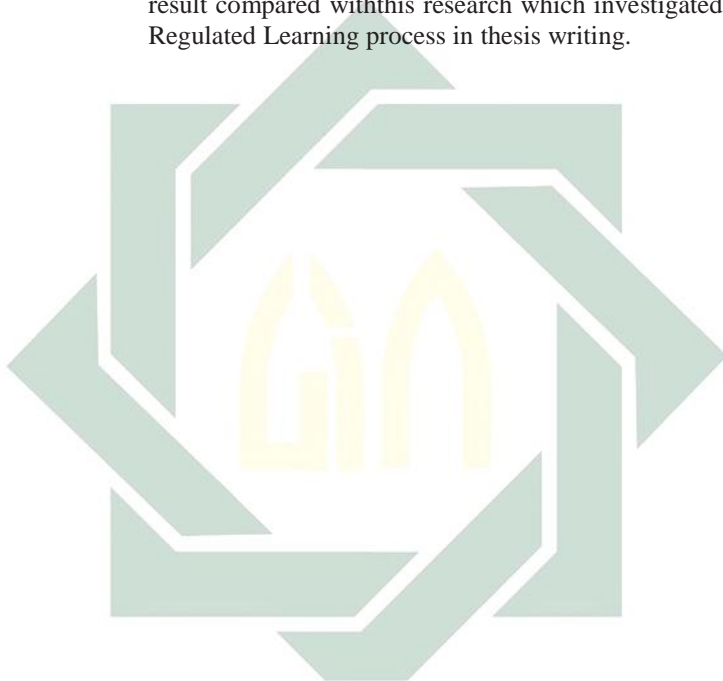
From the conclusion above, the researcher provides suggestion for the lecturer / teacher and for further research.

1. Suggestion for the lecturer / teacher

According to the finding of this research, not all the students do every phase of Self-Regulated Learning process in thesis writing. Therefore, the lecturers are expected to give facilitation in developing students' Self-Regulated Learning in English Writing especially in thesis writing which is a final work as one of the requirement to get a bachelor degree.

2. Suggestion for further research

The researcher suggest that this kind of research may conduct in different level of students such as in Junior or Senior High School students who do the simple English writing rather than thesis writing. That may give different result compared withthis research which investigated Self-Regulated Learning process in thesis writing.



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