

**UNCOVERING THE PRACTICE OF
SELF-REGULATED GRAMMAR LEARNING
AT THE UNDERGRADUATE LEVEL:
THE STRENGTHS AND THE PITFALLS**

THESIS

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



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ABSTRACT

Musafiroh, Ziyyanida. (2025). *Uncovering the Practice of Self-Regulated Grammar Learning at the Undergraduate Level: The Strengths and the Pitfalls*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: Rizka Safriyani, M.Pd. Supervisor II: Rakhmawati, M.Pd.

Key Words: Self-Control Management, Self-Control Pitfalls, Self-Control Strengths, Self-Regulated Grammar Learning

The self-control of self-regulated learning as a supporter of academic aspects has its challenges for undergraduate students amidst their overloaded activities and schedules, especially in learning English grammar, which is often considered complex and challenging. A qualitative study was conducted to delve deeply into students' self-regulated grammar learning experiences, including self-control management, strengths, and pitfalls in the form of challenges or difficulties experienced by students. Participants from different English study programs were seven English Education students and five English Literature students at UIN Sunan Ampel Surabaya. The study found various student self-controls, including task strategies, self-instruction, imagery, time management, environmental management, help-seeking, interest incentives, and self-consequences adjusted to various student activities, needs, and interests. This study also found various pitfalls categorized into four dimensions. Metacognitive dimensions include planning, organizing, monitoring, and evaluating; cognitive dimensions include processing materials and information; affective-motivational dimensions include regulating emotions and motivation; and social dimensions include interactions with surrounding individuals in the learning setting. However, despite the many pitfalls students face, self-control has many positive strengths that fully support the success of self-regulated grammar learning. Such as increased self-regulation, learning effectiveness through better processing of learning content, and motivation from independently choosing a learning environment according to interests and needs. The findings of this study can be used to develop grammar learning in the future.

ABSTRAK

Musafiroh, Ziyyanida. (2025). *Uncovering the Practice of Self-Regulated Grammar Learning at the Undergraduate Level: The Strengths and the Pitfalls*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: Rizka Safriyani, M.Pd. Supervisor II: Rakhmawati, M.Pd.

Key Words: Self-Control Management, Self-Control Pitfalls, Self-Control Strengths, Self-Regulated Grammar Learning

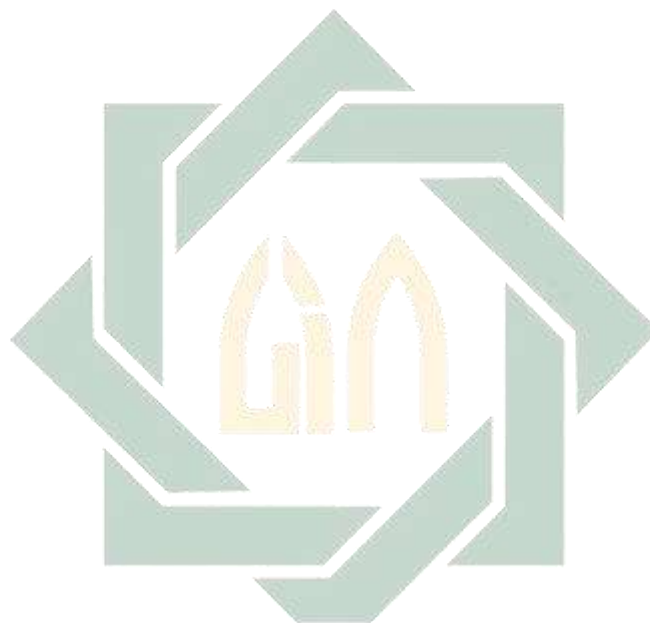
Kontrol diri terhadap pembelajaran mandiri sebagai pendukung aspek akademik memiliki tantangan tersendiri bagi mahasiswa sarjana di tengah kepadatan aktivitas dan kesibukan mereka, khususnya dalam pembelajaran tata bahasa Inggris (grammar) yang tidak jarang dianggap kompleks dan menyulitkan. Studi kualitatif diambil dengan tujuan menyelami secara dalam pengalaman pembelajaran grammar mandiri siswa, meliputi manajemen kontrol diri, kekuatan, dan jebakan berupa tantangan atau kesulitan yang dialami mahasiswa. Dengan partisipan berasal dari program studi bahasa Inggris yang berbeda, tujuh mahasiswa Pendidikan Bahasa Inggris dan lima mahasiswa Sastra Inggris UIN Sunan Ampel Surabaya. Penelitian menemukan berbagai kontrol diri mahasiswa meliputi strategi pengerjaan tugas, instruksi mandiri, imajinasi, pengaturan waktu, pengaturan lingkungan, pencarian bantuan, dorongan dari minat dan ketertarikan, dan konsekuensi diri yang disesuaikan dengan berbagai kesibukan, kebutuhan, dan ketertarikan mahasiswa. Penelitian juga menemukan berbagai jebakan yang dikategorikan ke dalam empat dimensi. Dimensi metakognitif yang meliputi perencanaan, pengorganisasian, pemantauan, dan evaluasi; kognitif meliputi pemrosesan materi dan informasi; afektif-motivasi meliputi pengaturan emosi dan motivasi; dan sosial yang meliputi interaksi dengan orang-orang disekitarnya. Namun, meskipun banyak jebakan yang dihadapi mahasiswa, kontrol diri juga memiliki banyak kekuatan positif yang mendukung penuh kesuksesan pembelajaran grammar mandiri, seperti meningkatnya pengaturan diri, efektivitas belajar melalui pengelolaan konten pembelajaran yang lebih baik, dan motivasi dari pemilihan lingkungan belajar sesuai minat dan kebutuhan secara mandiri. Hasil temuan penelitian ini dapat dimanfaatkan untuk pengembangan pembelajaran grammar kedepannya.

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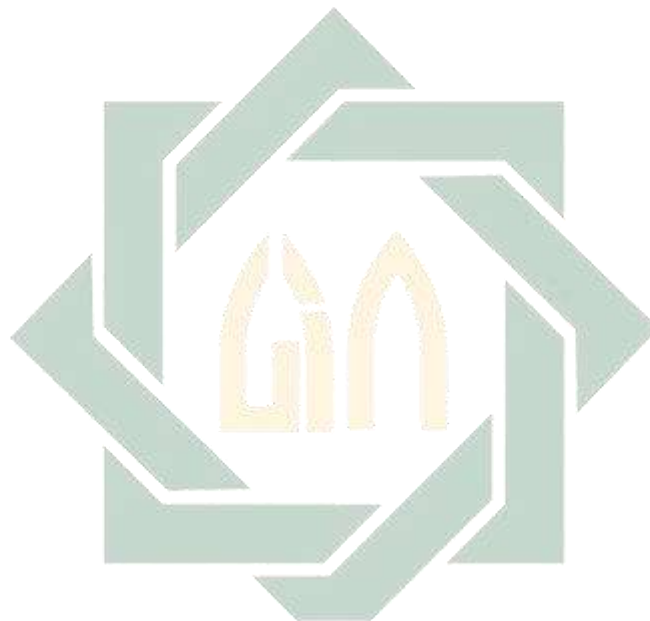
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