Students' Perception Toward Self-Regulated Learning in Online Writing Class

Cantika Sari Dewi M[1]*, Fitriatul Masitoh[2],
Nur Afifi[3], Rezki Suci Qamaria[4]
IAIN Kediri
Jl. Sunan Ampel No.7, Kediri, East Java, 64127,
Indonesia
cantikad017@gmail.com[1]*;
fitriatulmasitoh@iainkediri.ac.id[2];
nur.afifi@addahroni.com[3];
rezkisuciqamaria@iainkediri.ac.id[4]
* corresponding author

Abstract

Self-regulated learning (SRL) represents students' deliberate control of metacognitive, motivational, and behavioral actions to attain specific learning goals. Self-regulated learning in Zimmerman's framework includes cognitive, metacognitive, social-behavioral, and motivational processes. In online writing classes, self-regulated learning is crucial to empower students to take control of their learning process, set goals, and monitor their progress. This study aims to discover the level of students' perception toward self-regulated learning in online writing classes. This study was quantitative research and the design used was survey research. The questionnaire was used to collect the data in this study. The sample of this study was 100 students of the English Education Department of IAIN Kediri class of 2020. The results showed that most students have high level of perception toward self-regulated learning in online writing classes. The high students' perception indicated that students can be directed to be self-regulated in online writing classes and can still develop their writing skill. Future research could explore students' perceptions of blended learning, offering insights into the feasibility of integrating online and offline instruction in future writing classes.

Keywords: Online Learning, Perception, Self-Regulated Learning, Writing Class

Introduction

Online learning plays a crucial role in democratizing education and addressing the evolving needs of learners in the digital age. It provides opportunities for individuals to acquire new skills, advance their careers, and pursue lifelong learning in a convenient and accessible manner (Blayone et al., 2017). According to Singh & Thurman (2019), online learning is a learning carried out via the internet/online computer where students and teachers do not interact in their real location to participate in online learning. However, while offering numerous advantages, online learning also presents various challenges and problems (Nugraha & Listyani,

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2022; Tarrayo et al., 2022). Hence, in carrying out online learning, several supporting elements need to be considered by teachers and students so that online learning can run effectively. Several studies have been conducted by researchers revealed that one of the supporting elements that plays a crucial role in online learning is self-regulated learning (SRL) support (Çebi & Güyer, 2020; Schwam et al., 2021; Wong et al., 2019).

Zimmerman (1986) defines self-regulated learning as a dynamic, multidimensional process in which learners actively manage their own learning through metacognitive, motivational, and behavioral processes. According to Teng & Zhang (2016), explanations for a multidimensional model of self-regulated learning proposed by Zimmerman (1986) relate to the role of cognitive and metacognitive, social-behavioral, and motivational processes. Then, self-regulated learning expresses students' efforts to systematically regulate metacognitive, motivational, and behavioral activities in learning to achieve predetermined goals. When self-regulated learners face a new task, they systematically carry out their learning responsibilities. They set learning goals and are involved in achieving them, such as planning assignments, monitoring progress, and reflecting on goal achievement (Zimmerman, 2008). Pintrich (2000) points out that self-regulated learning is the application of general concepts of regulation and self-regulation to learning concerns, particularly academic learning in school or classroom settings.

Writing has always been regarded as an important skill contributing to students' language learning. There is a reason why learning writing skills should be considered important for students. Writing is an ideal way of understanding and it encourages learners to communicate, act as potential note-takers, help them to get a career, develop communication, build inspiration and imagination, etc. (Gautam & Kumar, 2020). Learning writing is a difficult activity for some students because it teaches how to combine elements of linguistics, language style, and discourse to create meaningful writing results. The challenges of learning writing faced by students are even more difficult in online learning as the format differs in its nature; some students are not able to cope with online learning. These issues encompass engagement and motivation, limited feedback and interaction, technical difficulties, feelings of isolation, time management hurdles, academic integrity concerns, technology disparities, writing skill development, assessment complexities, adapting to diverse learning styles, and the lack of immediate clarification (Nugraha & Listyani, 2022; Tarrayo et al., 2022). Thus, the students need self-regulated learning to encounter those challenges in online writing classes.

Previous research has been conducted by other researchers related to EFL students' self-regulated learning in online writing classes. Jimoyiannis et al. (2018) on his study presents evidence that online academic writing is an effective learning activity and promotes students' cognitive attendance as well as their learning attendance. Students' self-regulated learning is shown in monitoring, strategy use, and reflection. Bai et al., (2021) conducted the second previous study. Together with his colleagues, the study reports a significant increase in students' use of SRL writing strategies in online learning. Positive changes occurred on the motivation scale, i.e., interest, and e-learning acceptance scales, i.e., perceived usefulness, attitude, and intention to continue. The next previous study was recently conducted by Xu (2021) indicates that students used fewer social behavioral strategies than

other strategies. Therefore, the efficacy of peer contact was restricted by their relatively low level of writing skills, a trend towards complementation and the difficulties of online communication. Students were shown to be positively linked to SRL written methods through their feedback inquiry orientation; online interactions between teachers and students with teacher feedback inspired students to participate more in their learning writing.

It has been explained in previous research that self-regulated learning strategies are widely used in online writing class. However, in the previous study, there is no in-depth explanation regarding the level of student self-regulated learning in four aspects: in cognitive, metacognitive, social-behavioral, and motivational processes. For this reason, in this present study, an investigation was carried out related to the level of students' perception toward self-regulated learning online writing class in these four aspects. Furthermore, when the level of student's perception toward self-regulated learning is obtained, lecture and students can optimize their role in writing class to achieve the learning objective even in an online environment.

Based on the reason above, research entitled "Students' Perception Toward Self-Regulated Learning in Online Writing Class" was conducted in this study to discover the level of students' perception toward self-regulated learning in their online writing class.

Method

This study was quantitative research. The research design used in this study was survey design. The population of this research was all the students in the third semester of English language education of IAIN who had taken essay writing course online. The sample in this study was 100 students from the population.

To get accurate data of students' perception of self-regulated learning in online writing classes, the Likert scale questionnaire was used. The questionnaire was adapted from a questionnaire developed by Teng & Zhang (2016). The validity and reliability tests were done on this questionnaire. The result of test showed that all items of this questionnaire were valid with the range of r values was 0.382 to 0.880 and r table was 0.361. This questionnaire was also reliable with Cronbach's Alpha being 0.975. Furthermore, data collection was conducted by distributing the questionnaire in an online form, that was in Google Forms.

A descriptive analysis was used to analyze the data in this study. It was categorizing the data and describing the results of the calculations to answer the research problem. The data analysis steps used in this study were scoring the subject's answers, tabulating the data and calculating the total answers, classifying the data results, and finally displaying the research results. This research used a categorization table on the questionnaire result to determine the category of students' perception toward self-regulated learning in online writing classes in each aspect.

Table 1. Categorization formula

Category	Interval Formula
High	$X \geq \mu + 1\sigma$
Medium	$\mu - 1\sigma \leq X < \mu + 1\sigma$
Low	$X < \mu - 1\sigma$

$$\mu = \text{Mean}, \sigma = \text{Standard Deviation}$$

To calculate the percentage of respondents who are included in the low, medium, and high categories in each aspect of self-regulated learning, the following formula is used:

$$p = \frac{f}{n} \times 100\%$$

p = percentage, f = category frequency, n = total category

Findings and Discussions

The data found in this study were statistically analyzed using SPSS to test the data normality. The results of the normality test are presented in the following table.

Table 2. Normality test (one-sample kolmogorov-smirnov test)

N			Total
			70
Normal Parameters[a,b]	Mean		133.6143
	Std. Deviation		16.81122
Most Extreme Differences	Absolute		.095
	Positive		.058
	Negative		-.095
Test Statistic			.095
Asymp. Sig. (2-tailed)			.195[c]
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

Based on the data above, the data distribution is known to be normal. This is because the value of the significance (p) is 0.195, and it is more than 0.05 (p>α 0.05).

The purpose of this study is to determine the level of students' self-regulated learning in online writing class, so the results presented in this study are students' level analysis into the categorization that had been formulated from the results of descriptive statistics. To provide comprehensive results, the level of student's perception toward self-regulated learning in the writing classes was analyzed in four aspects of self-regulated learning, they are cognitive, metacognitive, social-behavior, and motivational regulation aspect.

Furthermore, to determine the categorization, hypothetical statistic to establish the interval score on the categorization formula was used. Widhiarso (2010) states that hypothetical statistics are obtained based on the instrument used. The description of the hypothetical calculations is described in the following table:

Table 3. Hypothetical statistics

Aspect	Number of items (item)	Statistics	Hypothetical
Cognitive	9	Mean	22.5

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	(1, 2, 3, 4, 5, 6, 7, and 8)	Standard Deviation	4.5
Metacognitive	9	Mean	22.5
	(10, 11, 12, 13, 14, 15, 16, 17, and 18)	Standard Deviation	4.5
Social Behavior	7	Mean	17.5
	(19, 20, 21, 22, 23, 24, and 25)	Standard Deviation	3.5
	15	Mean	37.5
Motivational Regulation	(26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40)	Standard Deviation	7.5

From hypothetical descriptive statistics, the categorization of students' perception toward self-regulated learning in online writing class was carried out. The frequency distribution obtained from the category calculation is as follows.

Table 4. Frequency distribution of students' perception toward self-regulated learning in online writing class

Aspect	Category	Interval Score	Frequency	Percentage	Total
Cognitive	High	$X \geq 27$	89	89%	
	Medium	$18 \leq X < 27$	10	10%	100%
	Low	$X < 18$	1	1%	
Metacognitive	High	$X \geq 27$	90	90%	
	Medium	$18 \leq X < 27$	9	9%	100%
	Low	$X < 18$	1	1%	
Social Behavior	High	$X \geq 21$	77	77%	
	Medium	$14 \leq X < 21$	22	22%	100%
	Low	$X < 14$	1	1%	
Motivational Regulation	High	$X \geq 45$	87	87%	
	Medium	$30 \leq X < 45$	12	12%	100%
	Low	$X < 30$	1	1%	

The illustration of the results can be seen in the figure presented below:
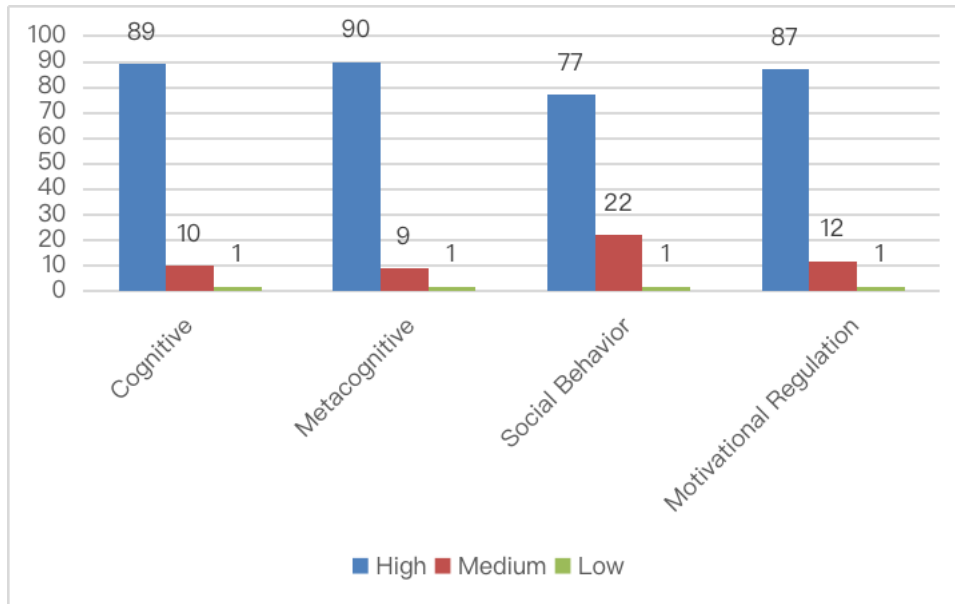
Figure 1. Level of Students' Perception Toward Self-Regulated Learning in Online Writing Class

Cognitive Aspect

On the cognitive aspect, 89 students (89%) out of 100 students are in a high category of perception toward self-regulated learning in online writing classes. 10 students (10%) are in a medium category perception toward of self-regulated learning in online writing classes on the cognitive aspect. Surprisingly, there is only 1 student (1%) who is included in the low category. The data shows that students' perception toward self-regulated learning in online writing classes on the cognitive aspects is mostly in the high level.

Students in activating their cognitive aspects of self-regulated learning in online writing classes use two strategies: text processing and course memory strategies. In online writing class, students thought to use text processing strategies such as using some literary devices to make the composition more interesting and check grammar mistakes, spelling, punctuation, the structure for logical coherence, the cohesiveness or connection among sentences, and whether the topic and the content have been clearly expressed. On the other hand, course memory strategies that students thought to be used include writing useful words and expressions taught in online writing courses, speaking out useful words and expressions taught in online writing course, and reading the online class notes and the online course material repeatedly to help students remember them.

The cognitive aspect of self-regulated learning is related to student engagement in the classroom. This aspect requires the engagement of students in class such as students consistently access the class or material and do the task (Kuama & Intharaksa, 2016). The present study revealed that students' perception toward self-regulation in online writing classes on the cognitive aspect is at a high level then can be explained by the results reported in Buelow et al.'s finding (2018) that in higher education, students show high engagement in online learning.

Metacognitive Aspect

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On the metacognitive aspect, 90 students (90%) out of 100 students are in a high category of perception toward self-regulated learning in online writing classes. Students who are in medium category of perception toward self-regulated learning in online writing classes on the metacognitive aspect are 9 students (9%). For the low category there is only 1 student (1%). This shows that the level of students' perception toward self-regulated learning in online writing classes on the metacognitive aspect is mostly high.

The metacognitive aspect of students' self-regulation in online writing classes covers two strategies, they are idea planning and goal-oriented monitoring and evaluating. In the idea planning, students thought to read related articles, use the internet to search for related information, and think about the core elements of a good composition that have learned to help them plan before writing. Meanwhile, students thought to use goal-oriented monitoring and evaluating strategies in setting up goals to direct their learning activities and improve their writing, checking their progress to make sure they achieve the goal during learning, evaluating their mastery of the knowledge and skills learned in online writing learning, monitoring their learning process in online writing learning, and telling themself to follow the plan.

According to Kuama & Intharaksa (2016), the strategies of the metacognitive aspect are the most used by students in online English class. It is consistent with the present study which showed that 90% students have a high level of perception toward self-regulated learning in online writing classes on the metacognitive aspect. This amount is the highest compared to other aspects. These results can predict that students can succeed and be more proficient in their writing class because they have more attention to metacognitive strategies as claimed by Liu & Feng (2011) that achieving students in online class most often use strategies of metacognitive aspect as the key in their learning.

Social Behavior Aspect
On the social-behavior aspect, 77 students (77%) out of 100 students are in the category of high perception toward self-regulated learning in online writing classes. There are 22 students (22%) who are in the medium category. There is only 1 student (1%) is in the low category of perception toward self-regulated learning in the online writing classes on the social-behavior aspect. This shows that the level of students' perception toward self-regulated learning in online writing classes on the aspects of social behavior is mostly high.

The social-behavioral aspect involves peer learning and feedback handling. In Peer learning strategies, students thought to brainstorm with their peers by online to help them write, discuss with the peers by online to have more ideas to write with, and work with their peers by online to complete a writing task. Whereas in feedback handling strategies, students thought to be open to peer feedback on their writing and try to improve their English writing based on the feedback. Students also thought to be open to teacher feedback on their writing and try to improve their English writing based on the feedback.

Although the results show that the level of students' perception toward self-regulated learning in online writing classes on the social-behavioral aspect is moderately high, students' perceptions show fewer strategies used in social-

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behavioral aspect than other aspects. This result could be seen from the number of students at the medium level which reached 22% of students, the highest number compared to other aspects. This finding is similar to the results of Xu (2021) that reported students in online writing class indicated used fewer social behavior strategies during covid-19 pandemic. The lack of student attention to this aspect may be explained by the disadvantage of online learning, causing the learners are lack of interaction or relation (Arkorfu & Abaidoo, 2015).

Motivational Regulation Aspect

On the aspect of motivational regulation, 87 students (87%) out of 100 students have a high perception toward self-regulated learning in online writing classes. A total of 12 students (12%) are in the medium category of perception toward self-regulated learning in online writing classes on the aspect of motivational regulation. Interestingly, in the motivational regulation category which is the last aspect of self-regulated learning in online writing class, there is also only 1 student (1%) who is in the low category like the previous aspects. This shows that the level of students' perception toward self-regulated learning in online writing classes on the aspect of motivational regulation is mostly at a high level.

The motivational regulation aspect is activated by three strategies, they are interest enhancement, motivational self-talk, and emotional control strategies. In Interest enhancement strategies, students thought to look for ways to bring more fun to the online learning of writing, choose interesting topics to practice writing, connect the writing task with real life, and try to connect the writing task with personal interest.

Students thought to use motivational self-talk strategies in reminding, telling, and persuading themselves to practice writing, competing, and challenging themselves, keep studying, and working hard to get good grades, improve their writing skills and knowledge, and find out how much they can learn. While in emotional control strategies, students thought to tell themselves not to worry when taking a writing test or answering questions in online writing courses, tell themselves to keep on writing when they want to give it up, and find ways to regulate their mood when they want to give up writing.

The present study revealed that the level of students' perception toward self-regulated learning in online writing classes on the motivational regulation is moderately in the high category. It is in line with the previous study of Xu (2021) which indicated that students' motivation levels in university during online learning were likely unaffected. However, such findings contradict those of Bai et al., (2021) study, in which found students' motivation in primary school on online writing classes before intervention at a lower medium level. The possible reason is the differences of the academic level of research subject which affect their readiness to face online learning (Kuama & Intharaksa, 2016).

From these findings, it was known that the level of student's perception toward self-regulated learning in an online writing classes in the four aspects are mostly in the high category. The finding of present study is also supported by the study of Bai et al., (2021) who claimed that integrating online learning into writing class seems to have advantages in developing the use of SRL strategies and writing interest. It may be explained by the finding of Kuama & Intharaksa (2016) that because the

time for completing each learning task in the online course was predetermined and non-negotiable, English learning required all students to be more self-regulated. This finding provided supporting evidence to confirm the previous study by Jimoyiannis et al. (2018) and Xu (2021) that online learning does not limit students in learning so they can still improve their writing skills to some extent.

Conclusion

The study results showed that most students have a high level of perception toward self-regulated learning in online writing classes. The high level of students' perception was found in all aspects of self-regulated learning, in cognitive, metacognitive, social-behavior, and motivational regulation aspects. It indicated that online learning does not limit students in their writing learning. Therefore, students can still develop their writing skills even though in online class. The results can be a reference for optimizing the implementation of online learning for writing class even in the post-pandemic period. Moreover, although this research only covered online environment, these results can also be a reference to notice blended learning as a promising learning innovation in the future particularly in writing learning.

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