

**SELF-REGULATED LEARNING IN STUDENTS' THESIS
WRITING PROCESS**

THESIS

**This Thesis is Submitted to Fulfill the Requirement for
“Sarjana” Degree in English Language Education**



By:

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**ENGLISH TADRIS STUDY PROGRAM
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Assalamu'alaikum Wr.Wb

Setelah diadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara **Ade Eka Wahyu Utami** yang berjudul "**Self-Regulated Learning in Students' Thesis Writing Process**" sudah dapat diajukan dalam sidang Munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

Wassalam mu'alaikum, wr. wb

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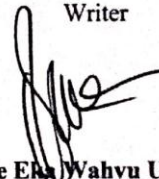
PREFACE

This thesis is submitted as a part of completion for the “sarjana degree” in Institute College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect. Thus, she really appreciates any suggestions and criticism for the betterment of this thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of the study.

Curup, February 2023

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The researcher finished this thesis entitled "*Self-Regulated Learning in Students' Thesis Writing Process*". This thesis is presented in partial fulfillment of the requirement for the degree of 1 in English Tadris Study Program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. In this chance the researcher would like to express the deepest appreciation to:

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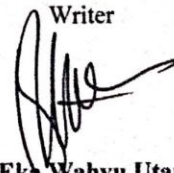
May Allah grant you more than what you have given to me. Aamiin

5. Mr. Rully Morgana, M.Pd as my Instrument's Validator and as a lecturer who always help me. May Allah grant you success. Aamiin
6. All of the lecturers, who have taught me many things so I can accomplish my study.

Finally, the writer believes that this thesis is still far from being perfect. Therefore, constructive critiques and suggestions are appreciated very much. Hopefully, the result of this research can give a useful contribution for readers especially English students in English Tadris Study Program. For acknowledgment above, and those are not mentioned, may Allah grant them the best reward. Aamiin.

Curup, February 2023

Writer



Ade Eka Wahyu Utami
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MOTTO



فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

Fa inna ma'al 'usri yusra

(For indeed, with hardship [will be] ease)

إِنَّ مَعَ الْعُسْرِ يُسْرًا

Inna ma'al 'usri yusra

(Indeed, with hardship [will be] ease)

Q.S. Al-Insyirah 5-6

“Lari dari apa yang menyakitimu akan semakin menyakitimu.

Jangan lari, terlukalah sampai kamu sembuh ”

-Jalaludin Rumi-

“It always seems impossible until it’s done”

-Nelson Mandela-

DEDICATION

Praise the presence of Allah for all His gifts, this thesis is dedicated for:

- ✚ My greatest persons. My wonderful mother **Ibu Sumiyati** and my best father **Bpk. Dedi Susanto** who always provides support in my education with prayer. Thank you for your patient and encouragement. Thanks for everything that you have given to me that I couldn't say by words. **Both of you are among Allah's greatest blessing for me.**
- ✚ My precious little sister Ersyifa Salsabila. Bil, you always make my heart smile !!!
- ✚ All my big family.
- ✚ My best advisor and co-advisor Jumatul Hidayah, M.Pd and Henny Septia Utami, M.Pd. Thank you for always give me motivation, support and guidance in finishing thesis and also finishing my study at IAIN Curup.
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ABSTRACT

Ade Eka Wahyu Utami, 2023 : “**Self-Regulated Learning in Students’ Thesis Writing Process**”.
Advisor : **Jumatul Hidayah, M.Pd.**
Co-Advisor : **Henny Septia Utami, M.Pd.**

Self-regulation is an ability that helps students to maintain their effort in achieving their goals. Previous studies have highlighted the benefits of self-regulated writing strategies in the EFL context. However, little is known about the use of these strategies in the process of completing a thesis. Anchored by the limitations of previous studies, this study aimed to know how is the process students’ self-regulated learning in thesis writing at English Tadris Study Program of IAIN Curup. This research is qualitative research. Through open-ended questionnaire, students who have finished the process of writing thesis or fresh graduates were selected as the participants. The results of this study revealed that almost all of the students who have finished writing thesis used self-regulated learning, such as: they planning their goals first by set goals before they start writing, they monitor their learning performances during the process writing, and they evaluate their learning performances during the process writing. It was concluded that the students have self-regulated learning ability and they have applied those strategies in writing their thesis.

Keywords: *Self-Regulated Learning Process, Thesis Writing, EFL University Students.*

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CHAPTER I

INTRODUCTION

The introductory chapter of this thesis aim to give a background explanation of the topic. Also it will lead to the formation of objectives and research question. The chapter finalizes with brief definitions of a number of key words that are important for the study.

A. Background of the Research

In today's global world, English is critically important since English is the greatest common language spoken universally. With the help of emerging technology, English has been playing the main part in several sectors including education, and advanced studies. Most of the research works are conducted and compiled in English. As a result, English is being taught and learned around the world as a second language today.

The majority of foreign language learners attempt to acquire English because it is used for international communication. They must learn the language's four fundamental skills viz. listening, speaking, reading, and writing during this process. Speaking and writing are active or productive skills, whereas listening and reading are passive or receptive skills.

In learning process, writing is one of important skills. Writing might be the most complicated skill among the other skills. According to Mertens, writing is a complex and cognitively demanding activity.¹ In writing the writer should think hard about grammar, choice of word, punctuation, capitalization, vocabulary and the unity among the paragraph.

According to Oshima and Hogue, writing is a progressive activity.² The definition of progressive in writing is when the writers want to begin writing about a specific topic, but they actually already know what are going to write about and how they will explore it. Besides that, the writers revise and make any necessary improvements to the text. In other words, to have a better writing the writer should never stop after only one step. How to make our writing academic requires a more focused and urgent approach. This is a challenge that the majority of college students have to deal with when writing essays and final projects, which are necessary for them to complete their university studies. To meet their academic objectives and responsibilities, students need to be proficient writers.

In learning activity, each student has their 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

¹ Kellog, R. T., Turner, C. E., Whiteford, A. P., & Mertens, A. *The Role of Working Memory in Planning and Generating Written Sentences*. (Journal of Writing Research, 7 (3), 397-416). 2016. P. 398

² Hogue, A., & Oshima, A. *Academic Writing*. 1995.

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 successfull in their work. Therefore they need an approach called Self-Regulated Learning.

According to Matuga, self-regulation is the students' ability to plan, monitor, cognition and learning strategies, and evaluate their own behavior.³ If students actively engage in their own learning activity on a metacognitive, motivational, and behavioral level, they might be referred to as self-regulated learners. Instead of depending on the teachers and parents, students personally direct their own work to gain information and expertise. Self-regulated learning is the process of planning and systematically modifying one's own thoughts, feelings, and behaviors to influence learning and motivation.

Additionally, since writing a thesis is one of the requirements for receiving a bachelor's degree from a university, students must think harder cognitively. Writing a thesis is a particular type of writing that calls for a lot of metacognitive effort, such as making decisions and solving problems. It follows specific guidelines and employs organized structures. It requires more in the way of thought and ability. Writing also requires skill and some discipline. According to Samuel D. Miller and Treana, writing tasks that also require higher levels of intrinsic motivation and self-

³ Matuga, J. M. *Self-Regulation, Goal Orientation, and Academic Achievement of Secondary Students in Online University Courses*. (Journal of Educational Technology & Society). 2019 P. 9

awareness.⁴ Therefore, it is important to highlight self-regulated learning when students are writing their thesis.

The amount of the time students have to complete their thesis is also related to their self-regulated learning process. Typically they have given eight semesters or four years to finish study in university, but many of them fall short of the deadline. According to the data, there were a certain number of English Tadris Study Program students who could finish their thesis throughout the 2016 academic years. The same pattern can be seen in the 2018 academic year data, some students are able to complete their thesis on time, while the others need more time. These data demonstrates the significance of and necessity for every student of self-regulated learning in thesis writing.

Based on the aforementioned occurrence, it is important to understand how students work on their thesis and maintain self-regulation. It will determine if they succeed or not in their endeavor. Exploring the procedures for which they are accountable and using self-control while crafting their thesis. A self-regulated learner may independently and successfully plan their learning, select and apply effective learning techniques, reflect on their learning, and keep track of their progress.

Therefore, based on the description above, the researcher is interested to conduct a research entitled: **“Self-Regulated Learning in Students’ Thesis Writing Process”**.

⁴ Miller, S. D., Adkins, T., & Hooper, M, L. *Why Teachers Select Specific Literacy Assignments and Students’ Reactions to Them*. (Journal of Reading Behavior). 1993

B. Research Questions

Based on the statement above, the question can be formulated as follows:

1. How is the process of students' Self-Regulated Learning in Thesis writing at English Tadris Study Program of IAIN Curup?

C. Objectives of the Research

The objectives of the research are to investigate:

1. To know the process of students' Self-Regulated Learning in Thesis writing at English Tadris Study Program of IAIN Curup.

D. Delimitation of the Research

This research delimited by the researcher to get more specific data. The limitation of this study is focused on the self-regulated process of thesis writing. This study is limited to the students who have finished the process of writing their thesis or fresh graduates of the English Tadris Study Program.

E. Operational Definitions

1. Self-Regulated Learning

Self-regulated learning is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation and behavior, guided and constrained by their goals and the contextual features in the environment. In this case is thesis writing process. In this research, self-regulated learning process means how is the process of students in English Tadris Study Program of IAIN Curup when they write their thesis.

2. Thesis Writing

Thesis is a claim that a person makes and then proposes to support with rational, fact-based arguments. A thesis is an academic writing that summarizes research that has been submitted in part to meet the requirements of the Sarjana Pendidikan in teaching English in English Tadris Study Program of IAIN Curup.

F. Significance of the Research

1. Theoretical

Theoretically, the study is conducted to contribute in enhancing the literature studies on students' self-regulated learning strategies. Furthermore, it is expected to be one of the valuable references for other researchers to conduct further research in the same field since there has been few studies in promoting self-regulated learning for EFL students.

2. Practical

a. For Lecturers

By conducting this research, the results of this study are expected to offer valuable contributions for lecturers in understanding students' self-regulated learning strategies. The researcher expects that the research could contribute in developing teaching strategies concerning students' use of self-regulated learning strategies. It is also expected that English lecturers would consider on promoting self-regulated learning practice in writing activities as their consideration to improve students' performance in English writing, specifically in writing an academic paper.

b. For Students

The result of this study reveals how students regulate themselves in their thesis writing process. After knowing the process, it is intended that the students will be inspired to raise their level of self-control when learning English, especially in writing an academic such as thesis.

G. Thesis Organization

This thesis will be organized into five chapters. First, Chapter (I) is the introduction of the research it tells about background of the research, research questions, research objective, delimitation of the research, operational definition, significance of the research, and thesis organization. Second, Chapter (II) is representation of literature review of related theories including general description about theory of thesis writing, and self-regulated learning. Third, Chapter (III) presents methodology of the research, it is including research design, subject of the research, techniques of collecting data, research instruments, validity of instruments, and data analysis technique. Fourth, Chapter (IV) consists of finding and discussion of the data. The last (Chapter V) provides the conclusion and suggestion for the readers.

CHAPTER II

LITERATURE REVIEW

This chapter presents the literature reviews of this research. Conducting to this research, the researcher uses some related theories as a reference for data collection and analysis.

A. Thesis Writing

In some countries and universities, thesis is a research report written for award of master's degree while dissertation is for doctoral degree. Thesis writing is an activity of research that is written by college students who want to get bachelor degree. Murray stated that thesis means an integrated argument that can stand up to critique. Every thesis makes a proposition and every proposition has to take into account a range of views, including opposing views.⁵ The form of the thesis forces writers to anticipate the central idea that holds it all together. A thesis consists of an argument or a series of arguments combined with the description and discussion of research that have been undertaken. Offe and Ronge define that thesis is the reflection of the research and represent an important theoretical development.⁶ This indicates that the purpose of thesis writing is to do research and present the results of that investigation.

⁵ Murray, R. *Ebook: How to Write a Thesis*. (McGraw-Hill Education (UK)). 2017. P.17

⁶ Offe, C., & Ronge, V. *Theses on the Theory of the State*. (New German Critique). 1975. P.138

One of the examples of academic writing contains a thesis. Writing that is completed for academic courses is referred to as academic writing. The academic word related to do with educations, like those received in school, college or university. Common academic writing assignments are frequently encountered in students' work, even of graduate students. Notes, reports, projects, essays, dissertation/thesis, and papers are examples of these sorts. There are various stages or processes that should be taken in order to writing well.⁷

a. Planning

The first stage's goal is to use information from the task environment and long-term memory of knowledge to define goals and create a writing plan that will direct the creation of the text in a way that will help achieve those goals.

The planning process has three sub-processes:

1. Generating

It seeks to correct the information regarding the subject of the work.

2. Organizing

This sub-purpose process's is to select the most significant and practical information throughout the producing process and then arrange it into a writing plan.

⁷ Flower, L., & Hayes, J. R. *A Cognitive Process Theory of Writing*. (College Composition and Communication. Vol. 32(4)). 1981.

3. Goal setting

It is common for writers to use phrases like “better keep it simple” or “I need to write a transition here”. These parameters are established during the goal-setting phase for usage throughout editing.

b. Translating

The purpose of this technique is to write down information from memory in the proper format that should adhere to English writing conventions.

c. Reviewing

This process is aimed to improve the quality of writing. There is just one sub-process 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 consistently to the writing goal, that is the function of this process.

Thesis should be written in correct, coherent language, in an appropriate style, correctly following the conventions of citation. In term of style, thesis should be written in an appropriate formal academic style. Moreover, thesis have a logical and visible structure and development that should at all the time assist the readers understanding of the argument being presented and not obscure it and in thesis writing the text must be clear. There are five thesis main components, such as introduction chapter, review literature chapter, methodology chapter, result chapter, and conclusion chapter.

In order to write a good thesis, the researcher needs to identify the critical points in writing a good thesis. According to Blaxter identifies the critical points in writing a good thesis are learners have to know and generate the topic or ideas of what they want to write, learners also have to take advice from the related subject experts who are masters in their field, because the experts have already done it themselves, or will be in a position to judge the learners point of view, and finally learners need to proceed their academic writing briefly.⁸

Regarding to the statements, the researcher tries to conclude that thesis writing is doing the research and then writing the research findings. Thesis writing is substantially an open-ended venture determined by a combination of factors that include knowledge, skills, enthusiasm and social skills of the student. In other words, thesis writing is a writing activity of research.

B. Self-Regulated Learning

a. Definition of Self-Regulated Learning

Self-regulated learning is the ability of humans to regulate their own patterns. Self-regulated learning as believed by Pintrich is an active as well as constructive process where learner sets goals for learning and then attempts to achieve these goals by monitoring, regulating and controlling his/her behavior, cognition and motivation.⁹ On the other hand, Zimmerman and Schunk defined self-regulated

⁸ Blaxter, L., Hughes, & Tight, M. *How to Research*. (McGraw-Hill Education (UK)). 2010. P. 21

⁹ Pintrich, P. R. *A Conceptual Framework for Assessing Motivation and Self-Regulated Learning in College Students*. (Educational Psychology Review), 2004. P. 387

learning as an active and constructive process by which learners set their learning goals and exercise monitoring and control over their knowledge, motivations, and behaviors.¹⁰ In this learning process the students are guided by their goals and learning environments. Self-regulated learning focuses on mastering academic tasks, such as reading grades, preparing for lessons, managing time and meeting deadlines, and improving skills and understanding.

Additionally, according to Wolters and Karabenick, self-regulated learning is a productive process in which students establish learning objectives before attempting to monitor, control, and regulate their motivation, cognition, and behavior while being constrained and guided by those objectives and the environmental context.¹¹ According to this definition, self-regulated learning is the capacity to manage and favorably affect one's own learning processes. The students exercise self-initiative, use effective methods to meet their own personal learning objectives, and keep an eye on their comprehension in order to identify and correct any potential comprehension issues.

Meanwhile, Volet and Salonen stated that self-regulated learning is the executive aspects of metacognition, such as self-awareness, monitoring and regulation of cognitive processes for task performance.¹² It means that during the self-regulated learning process, students are in charge of deciding how long they

¹⁰ Zimmerman, B. J., & Schunk, D. H. *Self-Regulated Learning and Academic Achievement: Theoretical Perspectives*. (Routledge). 2001. P. 1

¹¹ Wolters, C. A., Pintrich, P. R., & Karabenick, S. A. *Assessing Academic Self-Regulated Learning*. (ChildTrends, National Institutes of Health). 2003. P. 2

¹² Volet, S., Vauras, M., & Salonen, P. *Self-and Social Regulation in Learning Contexts: An Integrative Perspective*. (Educational psychologist). 2009. P. 216

want to spend working on a task, whether or not to restudy a subject, and which task to work on.

From some of the definitions above, the researcher concluded that self-regulated learning (SRL) is all about controlling behavior and Impulses, especially when someone is trying to obtain the goal. In order to accomplish some learning objectives, self-regulated learning is also an active process that involves metacognition, motivation, and action.

b. Characteristics of Self-Regulated Learner

Corno, Weinstein, and Zimmerman highlights the following characteristics that differentiate students that self-regulate their learning from those that do not do so:¹³

- a) They know how to use various cognitive strategies (rehearsal, elaboration and organization) that help them to process, elaborate and retain information.
- b) They know how to plan, control and direct their mental processes towards achieving their personal goals (*metacognition*).
- c) They present adaptive motivational beliefs and emotions such as: high sense of academic efficacy, adoption of learning goals, development of positive emotions to tasks (enjoyment, satisfaction, enthusiasm, etc.) as well as capacity to control and modify them.

¹³ Corno, L., & Randi, J. *A Design Theory for Classroom Instruction in Self-Regulated Learning*. (Teacher's College, Columbia University). 1999. P. 297

- d) They plan and control the time and efforts to be used in the tasks. They know how to create and structure a favourable learning environment (appropriate place to study and help seeking from teachers and colleagues when they have difficulties).
- e) If the context so permits, they participate in the choice, control and regulation of aspects related to academic tasks, climate and structure of the class.
- f) They set up different volitional strategies, aimed at avoiding external and internal distractions to maintain their concentration, effort and motivation during the implementation of academic tasks.

In addition, Wolters stated that the most frequently affected by self-regulated learners relate to their metacognitive skills, their use of cognitive strategies, and their motivational views or attitudes. *First off*, self-regulated learners are very knowledgeable or skilled in a variety of cognitive methods that when applied effectively it will improve students' learning. *Second*, self-regulated learners possess metacognitive skills; they are aware of how they think and learn and have the tools to keep an eye on and manage key facets of their learning behavior. *Last but not least*, these learners demonstrate a variety of adaptive motivational attitudes and beliefs, including high levels of self-efficacy and a focus on mastery goals. These beliefs, knowledge, and abilities work together to

enable self-regulated learners to be autonomous learners who actively manage their own learning in a range of academic environments.¹⁴

To summarise, there is one thing about these students that stands out, it is that they feel like agents of their own behavior, learning is a proactive approach, they maintain their motivation, they are fully conscious of their critical thinking, and they are able to use a variety of strategies to accomplish the academic achievement they want. In this regard, it has been suggested that SRL is a combination of abilities and motivation that all students must acquire.

c. Strategies of Self-Regulated Learning

Zimmerman and Martinez highlighted that students can become better learners by employing their own learning process in a metacognitive, motivational, and behavioral way with reference to self-regulated learning practices.¹⁵ Students have the ability to engage in metacognitive processes like planning, organizing, self-educating, and self-evaluation. Students exercise self-efficacy, believe they are intrinsically driven, and have some regulation over their availability to finish learning activities. Students establish social structures and controlled structures that support and enhance learning.

¹⁴ Wolters, C. A. *Regulation of Motivation: Evaluating an Underemphasized Aspect of Self-Regulated Learning*. (Educational Psychologist). 2003. P. 189

¹⁵ Zimmerman, B. J., & Martinez-Pons, M. *Student Differences in Self-Regulated Learning: Relating Grade, Sex, and Giftedness to Self-Efficacy and Strategy Use*. (Journal of Educational Psychology). 1990. P. 51-52

d. Process of Self-Regulated Learning

Zimmerman posited that self-regulated learning (SRL) occurs in three cyclical phases: forethought, performance, and self-reflection. Each phase consists of processes in which self-regulated learners engage. This model is cyclical. Each phase influences the processes in the next phase, and the third, in turn, influences the first all over again (see Figure 1). The objectives from each phase will be explained in detail next.¹⁶

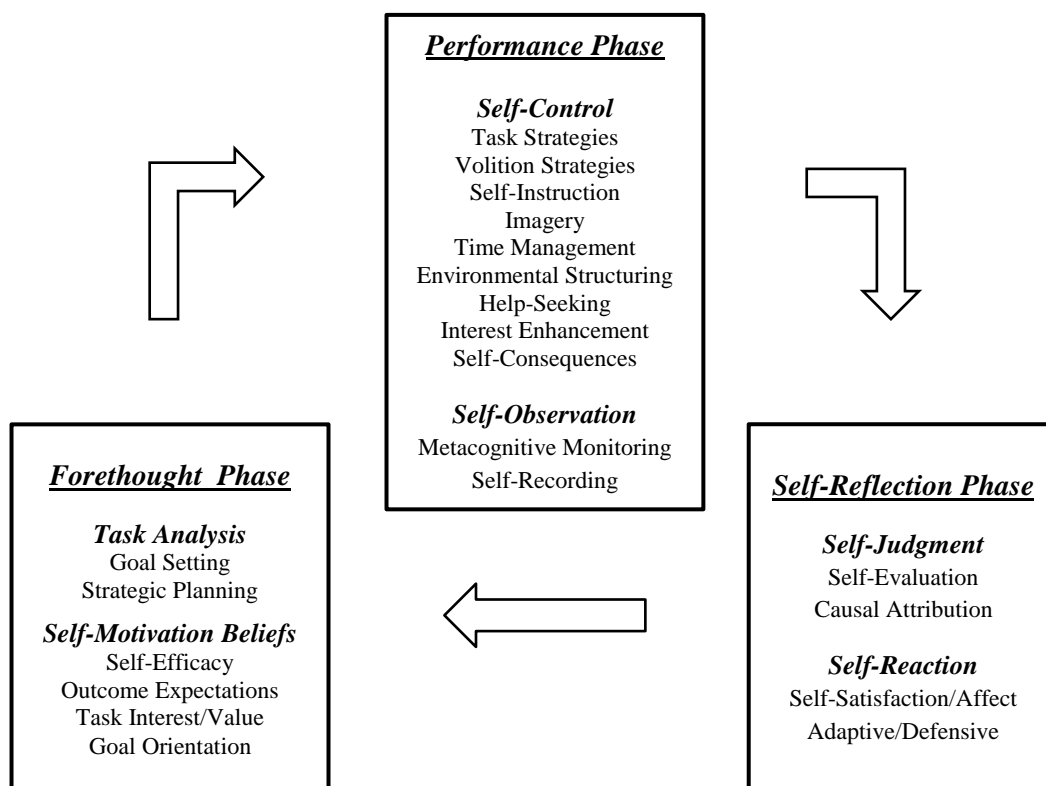


Figure 2.1. Phases and Sub-processes of Self-Regulation.

¹⁶ Wandler, J. B., & Imbriale, W. J. *Promoting undergraduate students self-regulation in online learning environments*. (Michigan State University: Online Learning 21(2)). 2017. P. 3

- *Forethought phase*: Refers to processes and belief systems that actually occur before learning efforts. Task analysis and self-motivation are the two main categories of processes that occur during the forethought phase. *Task analysis* involves goal-setting and strategic planning. There is considerable evidence of increased academic success by learners who set specific proximal goals for themselves. *Self-motivation* stems from students' beliefs about learning, such as their self-efficacy about their own capacity for learning and result expectations about the personal effects of learning. Goal orientation learning relates to the students' value of the learning process on its own merits, while intrinsic interest refers to the students' value of the task skill on its own merits. The forethought phase of self-regulated learning refers to the process by which students start to make plans to finish a task or accomplish a goal (see Table 1).
- *Performance phase*: this term describes processes taken during the implementation of new behavioral patterns. Performance phase processes fall into two major classes: self-control and self-observation. *Self-control* is the application of particular techniques or approaches that were chosen during the planning stage. The use of imagery, self-instruction, attention concentrating, and task strategies are some of the main categories of self-control techniques that have been explored to date. *Self-observation* entails self-recording or self-experimentation. One's cognitive tracking of one's own functioning is referred to as self-monitoring, a covert type of self-observation. The process

that students use to complete a task or goal is described in the performance phase (see Table 2).

- *Self-reflection phase*: this term describes the processes that occur following each learning endeavor. Self-judgment and self-reaction are the major classes of self-reflection phase processes. Self-evaluation is one form of self-judgment that involves comparing one's own observable performances to some standard, such as one's previous performance, another one's performance, or an unwavering performance standard. Causal attribution is a different type of self-evaluation that deals with ideas about what led to one's accomplishments or failures. Feelings of self-satisfaction and positive affect regarding one's performance are one type of self-reaction. Increases in self-satisfaction enhance motivation, self-satisfaction diminishes further efforts to learn. Self-reactions can also come in the form of defensive or adaptive reactions. Defensive reactions refer to efforts to protect one's self-image by withdrawing or avoiding opportunities to learn and perform. On the other hand, adaptive reactions refer to changes intended to improve one's learning strategy. According to this theory of self-regulation, forethought phase processes are affected by self-reactions from earlier learning efforts. Students think about their accomplishments if they have finished the work during self-reflection phase or their progress towards the objective or goal (see Table 3). Students utilize the data to guide future decisions about finishing the assignment, achieving the objective, or starting something new.

Table 2.1
Forethought Phase Processes and Description

Processes	Description
Goal Setting	Self-regulated learners establish short-term goals serving as proximal paths to more long-term goals.
Strategic Planning	Self-regulated learners utilize strategies for guiding cognition, controlling affect, and directing action.
Self-Efficacy	Self-regulated learners believe that they are capable of accomplishing the short-term goals and distal outcome goals at the desired level.
Outcome-Expectancies	Self-regulated learners believe that the task presented is realistic and achievable.
Task-Interest/Value	Self-regulated learners feel that the task is of personal interest and has value.
Goal-Orientation	Self-regulated learners are mastery goal oriented.

Table 2.2
Performance Phase Processes and Description

Processes	Description
Task Strategies	Self-regulated learners use specific strategies that enable the student to accomplish the task.
Volition Strategies	Self-regulated learners use strategies to maintain their high levels of volition.
Self-Instruction	Self-regulated learners use statements to focus mastery goal orientation and not performance goal orientation.
Imagery	Self-regulated learners use mental images to organize information and focus attention.
Time Management	Self-regulated learners appropriately manage their time to complete the task by avoiding procrastinating.
Environmental Structuring	Self-regulated learners change their physical surroundings to one that is more conducive to completing the task.
Help-Seeking	Self-regulated learners seek assistance from more knowledgeable others.
Interest Enhancement	Self-regulated learners view difficult tasks as challenges.

Self-Consequences	Self-regulated learners establish clear positive or negative consequences for themselves.
Metacognitive Monitoring	Self-regulated learners monitor their thought processes at they work towards obtaining their goals.
Self-Recording	Self-regulated learners engage in appropriate amount of self-recording.

Table 2.3
Self-Reflection Phase Processes and Description

Processes	Description
Self-Evaluation	Self-regulated learners effectively evaluate their performance during and after completing the task.
Casual Attribution	Self-regulated learners do not attribute failures to uncontrollable factors such as ability. Instead, they attribute failures insufficient effort.
Self-Satisfaction/Affect	Self-regulated learners do not let failure discourage them, and they find satisfaction in success.
Adaptive/Defensive	Self-regulated learners do not become defensive and attribute failures to uncontrollable causes, but become adaptive and attempt to improve future performance.

e. Self-Regulated Learning in Thesis Writing

Writer must manage their cognitive, metacognitive, motivational, and linguistic processes when creating lengthy pieces. According to Zimmerman and Risemberg, self-regulation in literature refers to the self-initiated thoughts, feelings, and actions that authors utilize to accomplish various literary goals, such as honing their writing ability and raising the caliber of the text they produce.¹⁷ Professional writers like to utilize self-regulatory approaches to control and regulate the nature of the writing process because their work is so demanding and difficult.

¹⁷ Zimmerman, B. J., & Risemberg, R. *Becoming a Self-Regulated Writer: A Social Cognitive Perspective*. (Contemporary Educational Psychology). 1997. P. 73-74

The stages and requirements involved in producing an academic paper, such as a thesis, are numerous and intricate, and students must pay close attention to them. The mechanics and procedures for writing a thesis are also more complex than those for producing an essay or a proposal, for example. Every stage of the writing process involves of the individual's motivation for the task at hand as well as the basic self-regulation skills of memory management, goal-setting, self-evaluation, help-seeking, environmental structuring, accountability, and organization. So, in order to develop the writing, self-regulated learning may be crucial.

C. Review of Related Study

Some researches previously conducted by other researches as related findings to students' Self-Regulated Learning process in thesis writing. The first finding comes from Concilianus Laos Mbato, and Anastasia Cendra's research entitled "EFL Undergraduate Student's Self-Regulation in Thesis Writing: Help-Seeking and Motivation – Regulation". This research aimed to investigate how Indonesian EFL undergraduate students self-regulated their thesis writing process and to what extent their self-regulation assisted them to seek help and regulate their motivation. The result showed that the students generally demonstrated a high level of self-regulation, help-seeking, and motivation-regulation. Furthermore, it was revealed that self-regulation had a positive, significant, and moderate correlation with help-seeking, and a positive, significant, and high correlation with motivation-regulation. The

findings suggested that self-regulation, help-seeking, and motivation-regulation were important for students to finish their challenging undergraduate thesis.¹⁸

The second one is done by Bastien Wagener's article entitled "The Importance of Affects, Self-Regulation and Relationships in The Writing of a Master's Thesis". This study discussed dimensions of the several importance factors in the success of students regarding their master's thesis, such as: self-regulation of cognition, affects and their regulation, and the students-supervisor relationship. The researcher sent a questionnaire to students who had recently completed their master's thesis. The collected answers highlight the importance of the self-regulation of both cognition and affects in such an endeavor. The quality of the relationship with the supervisor is also essential. The results show the importance of affects, the students' self-regulation, and the supervision of students during the writing of master's thesis. Self-regulation influences the final grade through affects, the feeling of independence, and the renewal of the interest for the dissertation's topic. In this study, the researcher confirm the importance of SRa (Self-Regulation affects) and SRc (Self-Regulation of cognition) and their impact on a master's dissertation.¹⁹

¹⁸ Mbato, C. I., & Cendra, A. "EFL Undergraduate Student's Self-Regulation in Thesis Writing: Help-Seeking and Motivation – Regulation". (JELE (Journal of English Language and Education). Vol. 5(1)). 2019

¹⁹ Wagener, B. "The Importance of Affects, Self-Regulation and Relationships in The Writing of a Master's Thesis". (Teaching in Higher Education. Vol 23(2)). 2018

The third findings was from Yaghoob Nami, Tarenah Enayati, Maral Anshouri's research "The Relationship Between Self-Regulation Approaches and Learning Approaches in English Writing Tasks on English Foreign Language Students". 123 university students majoring in English, Teaching, Literature, and Translation who were in their second or later semesters participated in this study. The academic self-Regulated Learning Scale (A-SRL-S) was used to gauge students' self-regulation, while the Revised Learning Process Questionnaire (R-LPQ) was used to gauge their learning strategies. The findings demonstrated that: Learning approaches significantly correlated with the factors of self-regulation aspects such as: Memory Strategy, Goal-setting, Self-evaluation, seeking Assistance, Environmental Structure, Responsibility and Organizing.²⁰

Based on the following previous finding above, the researcher focus on the students self-regulated learning in their thesis writing process. Also the correlation between self-regulated learning and students' thesis writing process. Certainly, the students have different problems when they writing tasks in English especially writing a thesis. In this research, the focus is on students' self- regulated learning in process of writing their thesis.

²⁰ Nami, Y., Enayati, T., & Anshouri, M. *The Relationship Between Self-Regulation Approaches and Learning Approaches in English Writing Tasks on English Foreign Language Students*. (Procedia: Social and Behavioral Sciencies. Vol. 47). 2012.

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. Kind of Research

The descriptive qualitative method was used in this research. According to Creswell, qualitative research is a method of investigating and comprehending the meaning that individuals or groups assign to a social and human issue.²¹ Furthermore, Sutopo and Arief writes that qualitative is a study aimed at doing a description and analysis of a phenomenon, event, social activity, attitude, perception of each individual or in a particular group.²² Hancock and Windridge argued that qualitative research is concerned with explaining opinions, experiences, and feelings of individuals producing subjective data. The methodology of this research was descriptive qualitative.²³ The descriptive qualitative can obtain a general overview of phenomenology in social context study. The researcher used this method to know how students' self-regulated learning process in thesis writing.

²¹ Creswell, J. W. *Qualitative, quantitative and mixed method approaches* (SAGE publications). 2014. P.32

²² Sutopo, A., H., & Adrianus Arief *Terampil mengolah data kualitatif dengan NVIVO*. 2010

²³ Hancock, B., Ockleford, E., & Windridge, K. *An introduction to qualitative research*. (London: Trent focus group). 2001

B. Participant

According to Creswell, research participants refer to the subjects who are believed to have a potential to give the researcher reach information related to research questions.²⁴ The participants of this research were seventeen students of the English Tadris Study Program at IAIN Curup who have finished writing the thesis or fresh graduates who have completed their thesis writing.

C. Data Collection Technique

In this research, researcher used interview to get respond from the students about their self-regulated learning process in thesis writing. In this study, interview means the process of dialogue between the interviewer and students held by the whatsapp applications. The aim was to get information about self-regulated learning that used by students in their thesis writing process.

Semi-structured interviews were used in this research. Gay further said that semi-structured interviews are used to take advantages strength of interviews.²⁵ Furthermore, Dawson said that participants in semi-structured interviews are free to talk about whatever they consider important, with little guidance from the researcher.²⁶

In interviews, researcher used purposive sampling to gather information from participants. Purposive sampling technique deliberates choice of a participant due to

²⁴ Creswell, *Op.Cit.*, P. 69

²⁵ L. R. Gay and Peter A., *Education Research*, (USA: Clarinda Company). 2000

²⁶ Dawson, *Practical Research Method*, (Wiltshire: Cromwell Press, 2002). P. 14

the qualities the participant possesses. This involves identification and selection of individuals or groups of individuals that are proficient and well informed with a phenomenon. Pay attention to the value of availability, willingness to participate, and the capacity for clear, expressive, and thoughtful communication of experiences and opinions in addition to knowledge and experience.²⁷ Based on the explanation, the researcher used purposive sampling based on qualification of people who are relevant with the research. Thus, the researcher interviewed several students from the last semester.

Respondents were given several questions about the self-regulated learning process. About the process they did when requiring them in thesis writing process. In the process, the researcher used interview guidelines and recording devices. Then, the recorder file is converted into transcript text.

D. Research Instrument

A tool which used by a researcher to collect the data is called instrument.²⁸ The researcher was able to gather the data for this research with the use of the research instrument. In order to get deep information, researcher used interview to find out what are the strategies that improve the quality of students' outcomes as well as their writing skills in thesis writing process, students may employ self-regulated learning.

²⁷ Tongco, M. D. C., *Purposive sampling as a tool for informant selection*. (Ethnobotany Research and Application, 2017). P 147-158_

²⁸ Fraenkl, J. R., Wallen, N. E., & Hyun, H. H. *How to Design and Evaluate Research in Education*. (New York: McGraw-Hill. Vol. 7). 2012

Zimmerman stated that self-regulated learning will help students to manage and organize their writing process to yield better-written outcomes.²⁹

So, the researcher must have the interview guidance to specify the questions to ask during the formulation of the question, researcher made several questions in the content and context of the question.

a. Interview Guidance

A collection of interview questions designed to elicit information about how students use self-regulated learning during the thesis writing is provided as interview help. The interview question is open-ended and has a semi-structure. Hence, the students freely respond with information related to the interview instructions. A semi-structured interview is adaptable and enables new questions to be raised in response to the interviewer's say.³⁰

In a semi-structured interview, the interviewer generally has such a conceptual model of topics to be explored. So, the researcher need interview guidelines that specified the questions that should be asked, during the formulation of the question researcher made several improvements to get the most appropriate question in the content and context of the question.

²⁹ Zimmerman, *Op. Cit.*, P. 73

³⁰ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif dan R&D)*. (Bandung: Alfabeta, 2015). P. 184

Based on the indicators, the researcher designed the interview questions.

Table 3.1
Blueprint of Semi-Structured Interview

No.	Theories	Indicators	Sub-Indicators	Questions
1.	Forethought Phase	Task Analysis	a. Goal Setting	1) What do you do before you start writing on your thesis?
			b. Strategic planning	2) What kind of learning strategy that you used to learn the content of your thesis?
		Self-Motivation Beliefs	c. Outcome Expectancies	3) What do you do after finishing thesis writing?
			d. Task Interest/Value	4) Which topic do you choose for your thesis?
			e. Goal Orientation	5) How do you know your goals have been accomplished or not after finishing thesis writing?
2.	Performance Phase	Self-Control	a. Task-Strategies	6) Where do you seek information before writing thesis? 7) What do you do to help organize your thoughts?
			b. Time Management	8) How do you manage your time to avoid procrastination?
			c. Help-Seeking	9) Who is the person that you share your problems during the process of thesis writing?
			d. Self-Consequences	10) Do you give yourself a reward and punishment during your thesis writing process? How do you do that?
3.	Self-Reflection Phase	Self-Judgment	a. Self-Evaluation	11) How do you identify your mistake during writing process? 12) How do you know that you have meet your goals or not during thesis writing process?

		Self-Reaction	a. Self-Satisfaction/ Affect	13) How do you feel when your supervisors, family or friends praise your writing product?
			b. Adaptive/ Defensive	14) What do you do when you find difficulties?

b. WhatsApp Application

The researcher used WhatsApp application to do this interview. In this study, interview means the process of dialogue between the interviewer and students held by the WhatsApp applications. The aim is to get information about students self-regulated learning in their thesis writing process. According to Sugiyono, interviews can be conducted over the phone or in person.³¹ Due to the ability to reply voice notes from students' responses to the questions, the researcher used WhatsApp to obtain complete and accurate information.

E. Data Analysis Technique

In analyzing the data, the researcher used descriptive analysis to analyze students respond by semi-structure interview. According to Gay and Peter, there are specific involved in data analysis. As follows:³²

1. Data Managing

The information from the interview can be organized using this stage. Interviewing students who had completed their thesis was how the researcher gathered the data. Data management serves two purposes: the first is to arrange

³¹ Sugiyono, *Op. Cit.*, P 194

³² Gay, *Op. Cit.*, P. 224

the data and ensure its completeness. The second is to start the researcher's process of data analysis and interpretation.

2. Reading

The researcher read the data from the interview using the results of the interview after handling the data. To learn more about the data that had been collected generally and to learn how to arrange it effectively, the researcher read every piece of information.

3. Data Classifying

The next step is to classifying the data. After the researcher has described all of the data in the interview, the researcher will begin to classifying the data into several categories based on the question of the research and theory indicators.

4. Description

Next step after classifying the data, the researcher began to describe it. The description based on observation and interviews, which provide enhances of the contexts and facts. In this step, the researcher will explain the data from the interview on tape, which will be converted into written transcribed text. Then it can involve in the next step of data analysis.

5. Interpreting

The final step in data analysis is interpretation. Data interpretation continues after a research's data collection, analysis, and interpretation stages. Interpreting is also a part of the process of writing a study's results. The reflective, integrative, and explanatory aspects of dealing with study data are referred to as interpretation.

F. Triangulation

Triangulation is a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study. Four types of triangulation: across data sources (i.e., participants), theories, methods (i.e., interview, observations, documents), and among different investigators.

As a validity procedure, triangulation is a step taken by researchers employing only the researcher's lens, and it is a systematic process of sorting through the data to find common themes or categories by eliminating overlapping areas. A popular practice is for qualitative inquirers to provide corroborating evidence collected through multiple methods, such as observations, interviews, and documents to locate major and minor themes. The narrative account is valid because researchers go through this process and rely on multiple forms of evidence rather than a single incident or data point in the study.³³

³³ Creswell, J. W., & Miller, D. L. *Determining Validity in Qualitative Inquiry*. (Theory into Practice, 39(3)). 2000. P. 126-127

CHAPTER IV

FINDING AND DISCUSSION

This chapter covered research finding and discussion of the research. The finding is the information found from the field, while the discussion is a conclusion about the topic of this research. The finding and discussion are explained as follows:

A. Finding of the Research

In this part, the researcher discussed the results of the thesis writing students' self-regulated learning process in this section. Based on the research questions, the findings of this study were provided. This study employed interviews in the manner of the previous chapter.

This research sent questionnaires to English Tadris Study Program students at IAIN Curup who had completed their thesis or were recent graduates who had finished their thesis in order to learn more about students' self-regulated learning processes in their thesis writing.

The interview was conducted on January 20th-21st 2023, over three days. There were 14 open-ended questions. The students' self-regulated learning process for producing thesis was mirrored in the questions. The students can respond to each question by indicating whether they went through that process or not. After collecting interview data, the researcher transcribed it into English and then drawn the conclusion from the result. Each participant got the same questions that had prepared from the researcher. Here are the results of the interview section:

1. Forethought Phase

1.1 Task Analysis

Based on the findings, the researcher found that in forethought phase all students had set goals before start writing thesis and determined their appropriate learning strategy to learn content of their thesis. This is because preparations make them know how the performance is desired, especially in completing their thesis on time. As following:

I set goals before start working on my thesis. By setting goals, I will keep my target and I know what steps I will take by looking at the targets I have set before.

This showed that in early process of writing thesis, the students setting goals before begin to write. After they set their goals, they choose to use an appropriate learning strategy for them to learn the content of their thesis.

Resp.1 said: *Strategies that I used to learn the content of my thesis are reading comprehension and expand strategies.*

Resp.2 said: *I have used all of learning strategies to learn the content of my thesis except mood strategy.*

For the forethought phase, the students had already demonstrated a great stage setting for their thesis writing. All of the students did plan out their thesis and decided their goals in advance. In addition, all of the students showed that they considered all things to get done and estimated how much time it would take to finish it by their targets, indicating that they were able to prepare their thesis writing process. To conclude, generally, the students go through to this forethought phase process.

1.2 Self-Motivation Beliefs

In this process, to make the task intrinsically more interesting to increase the work desires, the students had decided which kinds of topic they choose for their thesis. As following:

This showed that to get intrinsically interesting the students had chosen their topic desires, such an interesting topic, a challenging topic and an easy topic for their thesis. In the process of task interest, the students' choice is indicated that the students have known their own ability.

Resp.1 said: *I have chosen an interesting topic for my thesis.*

Resp.2 said: *I have chosen an easy topic for my thesis based on my ability.*

Resp.3 said: *I have chosen a challenging topic for my thesis.*

Next process is about how the students know they have accomplished goals or not after finishing thesis. This process showed that after the students set their thesis writing goals, they will know their goals have been accomplished or not after finish to write their thesis by checking their list target goals.

Resp.1 said: *I know that I have accomplished my goals if my target list had been completed.*

Resp.2 said: *I know my goals have been completed after my thesis exam. Thesis examination is my final goals.*

Next process in this phase is goal-orientation, students know what to do after they have finished thesis writing.

Resp.1 said: *After finish my thesis and get my bachelor degree I want to continue to the next level of academic writing in master degree.*

Resp.2 said: *After finishing on my thesis writing, I get motivated to reading and now reading is my new hobby.*

Resp.3 said: *After finishing my thesis, I feel satisfied and I want to give myself a break time.*

Based on the findings from the respondents, the researcher found multiple ways and reasons how and why the high achievement students planned their process and progress during thesis writing. The high achievement students are the students who (1) setting goals, by this process they know how to achieve their goals by setting it first, (2) plan out the strategies, by this process they know an appropriate learning strategy for them, (3) learning orientation, by this process the students know what to do and how to do it after their thesis goals accomplished. It means that the students mostly go through to this forethought phase processes.

2. Performance Phase

2.1 Self-Control

For the performance phase in self-control strategies, the students were generally able to monitor their writing. The students were able to keep track and make choices even when they were not the most fun and keep on trying many possibilities. As following:

In the task-strategies process, students know to selecting main ideas at identifying to seek information from some sources, such from internet sources, books from library and other related sources. Students mostly used internet as their sources to seek information for their thesis.

I seek most information from internet sources than books.

To stay focus, the students did more efforts that can help them to organize their thoughts.

Resp.1 said: *To help organize my thoughts during writing thesis I usually discuss with my friends.*

Resp.2 said: *I do more efforts to stay focus, such making notes to help organize my thoughts.*

Resp.3 said: *Take a break time and mindfulness is the way I do to help organize my thoughts.*

Resp.4 said: *Doing side job and positive things. So, I can help to organize my thoughts.*

In the process of managing time, students plan and control the time and efforts to be used in the tasks to avoid procrastination. Likewise, there is the student that tried to have a better achievement in writing thesis by comparing theirs to the others.

Resp.1 said: *Setting alarm as reminder to my targets.*

Resp.2 said: *Making a time table, so I know what to do and can avoid procrastination.*

Resp.3 said: *To avoid procrastination, I have recharged my energy by rest beforehand.*

Resp.4 said: *Just started is the only way I do to avoid procrastination.*

Resp.5 said: *Remember goals and comparing my thesis progress to the others.*

Resp. 6 said: *Focus on the target.*

For the act of help-seeking, students generally could identify their problems. When facing uncertainty during the process of writing their thesis, they preferred to ask someone for assistance rather than guess. In addition, the students perceived that help-seeking helped them to do better.

Resp.1 said: *I do to share my problems during thesis to my supervisors, so I can get some corrections and solutions about my thesis problems. Then, I share my problems to my friends, so we can discuss each other about our thesis.*

Resp.2 said: *Persons that I believe to share my thesis problems are my supervisors and my senior. I can get advice from my senior because I thought that they have passed such processes.*

Resp.3 said: *I share my problems to my supervisors, my friends and my senior. So I can get advises and guides from them.*

In self-consequences process, students know to choosing their own rewards and punishments based on their performance. But, one of them did not give anything by just focus to continue the progress without self-consequating.

Resp.1 said: *Yes, I do to give reward if I get the target and punishment. For instance, I will go to refreshing, buy my favorite foods or watching my favorite movies after I got accepting and vice versa.*

Resp.2 said: *Yes, I do to give myself rewards but not the punishment. Because I know my effort of doing my thesis, so I only give myself rewards. I do more effort whenever my targets do not accomplish yet without punishment.*

Resp.3 said: *No, I do not give anything.*

Based on the findings of the performance phase, the researcher found that the students were generally able to monitor their writing. It means that they go through to this phase processes, it showed from their self-regulate ability to keep on track and identify things to get done related to their undergraduate thesis writing. The students referred back to the plan or targets they had made to avoid procrastination. Do more efforts, and mindfulness to help them organize their thoughts. They know to seeking help when their face problems. By asking for

help, the students can get some corrections and solutions for their problem and they also know how to appreciate their work by give rewards for their efforts.

3. Self-Reflection Phase

3.1 Self-Judgment

For self-reflection phase in self-judgment process, the students know how to identify their writing mistakes by evaluating it. As following:

Resp.1 said: *To identify my mistakes in writing thesis, I usually re-checking my results by making notes and `categorized into difficult parts and the parts that I still need to add more references. So, the notes that related to my mistakes being my improvement for my further writing.*

Resp.2 said: *To identify my mistakes during my writing process, I always re-scanning and reviewing my writing results.*

Resp.3 said: *By reading my writing results regularly, then I found some mistakes needed to fix. That's how I identify my writing mistakes.*

Resp.4 said: *I asking help to my senior for re-checking my writing results. Then they will let me know my mistakes.*

Next process is about students have meet their goals or not during writing process.

Resp. 1 said: *Being understand of my thesis content make me knew that I have meet my goals during writing process.*

Resp. 2 said: *After I meet my supervisors to consul then I get accepting from them, I know my goals have met or not during the process of writing thesis.*

Resp. 3 said: *By re-checking my list of targets.*

In this self-evaluation strategy, the students realize that every mistake help them to improve their working progress by continue to reading and checking

their results. They also evaluate whether they have meet their goals or not during the process of writing thesis.

3.2 Self-Reaction

Self-reaction involves feelings of self-satisfaction and positive affect regarding one's performance. The students working progress get affected by respond of people around them. The result of the questionnaire about students' self-satisfaction/affect in their thesis writing process showed that students feel fulfilled when other such as their supervisor, family and friend praise their writing product in thesis writing process. As following:

Resp. 1 said: *When they praise my writing product, I feel worthy because praises means they appreciate my work. Being praised from someone means they know that I have worked hard.*

Resp. 2 said: *I feel motivated when my family and my friends praise my writing product, they praises make me feels like I'm getting closer to my target.*

Resp. 3 said: *Feeling happy when I get praises from my supervisor, family or friend, their responses really affect to my working progress, like I get supported and I get more excited to continue my thesis working progress.*

Next, questions about what students do when they find difficulties in the adaptive/defensive process. The result showed that students ask for help or find more reference to overcome their difficulties.

Resp.1 said: *When I find difficulties, I cry then take time to mindfulness until my feeling get better and ready to start over.*

Resp.2 said: *When I find difficulties I asking for helps to my senior or other to help me.*

Resp.3 said: *Whenever I find difficulties it is indicated the lack of my reference. So, I try to find more references.*

Based on the findings of the self-reflection phase, researcher found that the students have evaluated their writing in self-judgment process during their writing progress by self-evaluation strategy. Next process is how the respond from people around affected students work such as being satisfied and motivated. In self-reflection process when the high achievement students judge their performances whether they meet their target or not. The students generally could identify their mistakes and know what to do when they find difficulties by made the best use of reflection phase to know what needed to be improved and to inform them when to reach out for help. The students get fulfilled from the resume. The process showed that respond from the other really affect their writing progress. The last process in self-reaction phase is self-adaptive/defense. In this process, by ask help or find more reference to overcome their difficulties. This process showed that self-regulated student is the students that able to take control and monitoring their work progress by themselves.

B. Discussion

Based on findings, it was found in general how the students were being self-regulated learning through the process of thesis writing, as follows: (1) they planning it first by set goals in forethought phase, (2) they monitor their learning performances during the process in performance phase, and (3) they evaluate their learning performances during the process in self-reflection phase. The result of the

questionnaire about students' self-regulated learning process in thesis writing indicated that almost all of the self-regulation processes the students mostly go through. The details as follow:

The result of this section present discussion based on the

1. Forethought Phase

Based on the findings, the researcher found multiple ways and reasons how and why the high achievement students planned their process and progress during thesis writing. The high achievement students are the students who (1) setting goals, by this process they know how to achieve their goals by setting it first (2) plan out the strategies, by this process they know an appropriate learning strategy for them (3) learning orientation, by this process the students know what to do and how to do it after their thesis goals accomplished. It means that the students mostly go through to this forethought phase processes. According to Zimmerman, planning activities lead the high achievement students to set the target, determine the strategies, and to maximize all the supporting materials. Zimmerman pointed out that the planning phase of self-regulation includes beliefs, attitudes, and processes that help students analyse specific learning tasks, develop a strategic plan to maximize success, and summon the motivation of the high achievement students.³⁴

³⁴ Zimmerman, B. J. *Self-Efficacy: An Essential Motive to Learn*. (Contemporary Educational Psychology). 2000. P. 87-88

2. Performance Phase

Based on the findings, the researcher found that the students were generally able to monitor their writing. It means that they go through to this phase processes, it showed from their self-regulate ability to keep on track and identify things to get done related to their thesis writing. The students referred back to the plan or targets they had made to avoid procrastination. Do more efforts, and mindfulness to help them organize their thoughts. They know to seeking help when their face problems. By asking for help, students can get some corrections and solutions for their problem. And they also know how to appreciate their work by give rewards for their efforts. Students mostly give reward when they have achieved target and give punishment until they can completed the target. Wolters stated that the specific characteristics most often attributed to self-regulated learners possess metacognitive skills; they are aware of how they think and learn, and have the tools they need to keep an eye on and manage key parts of their learning behavior.³⁵ According to Zimmerman that stated self-control focuses attention to the task, control motivation and effort, and using the task-specific strategies during the forethought phase (planning phase). Regarding Zimmerman ideas, the researcher found that supervisors' feedback, senior' feedback and peer feedback can grab the students' attention and also motivate the students to do the best.³⁶

³⁵ Wolters, *Op. Cit.*, P. 189

³⁶ Zimmerman, *Loc. Cit.*,

3. Self-Reflection Phase

Based on the findings of the last phase, the researcher found that the students have evaluated their writing in self-judgment process during their writing progress by self-evaluation strategy. The students generally could identify their mistakes by made the best use of reflection phase to know what needed to be improved and to inform them when to reach out for help or find more reference to overcome their difficulties. In addition, evaluation is equivalent with self-reflection phase on Zimmerman cycle loops of self-regulated learning. According to him, self-reflection is a process when the high achievement students judge their performances whether they meet their target or not.³⁷ Receiving compliments from others while writing is the next step in the self-reaction process. This is categorized by Zimmerman as being in the self-reflection phase and is a part of the self-satisfaction/effect category. When others recognize their success in writing thesis, students are satisfied. They might be inspired to perform better on the following task by such compliments. They will not cease learning anything as a result of it.

³⁷ Wandler, *Op. Cit.*, P. 5

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings and discussion in the preceding chapter, this final chapter offers conclusions and suggestions regarding to the topic research. The following explanation served as its conclusion.

A. Conclusion

Regarding the findings and the discussion at the previous chapter, the researcher has come for conclusions that the students of English Tadris Study Program who have finished their thesis by the time given have high achievement self-regulated learning process. The high achievement students are being self-regulated learning because they literally set up their goals of learning, control and monitor their academic performances, and being self-reflection toward their performances. The students almost tend to do every process in each phase of self-regulated learning. Every step in the self-regulated learning process is related to the others and may involve more than one phase.

B. Suggestion

The researcher offers recommendations for the lecturer or teacher and additional research based on the result presented above.

1. For the lecturer/teacher

The results of this study indicate that not all students complete each stage of the self-regulated learning process for thesis writing. According to the finding of this research, not all the students do every phase of self-regulated learning process in thesis writing. As a result, instructors are required to assist students in becoming more self-reregulated learning of English, particularly when it comes to writing their thesis, which must be completed as part of the bachelor's degree requirements.

2. For the further research

The researcher suggests that this type of study may be conducted with students at different academic levels, such as those in junior high school or senior high school who write in plain English as opposed to those who write thesis. If contrasted to this study, which looked at the self-regulated learning process in thesis writing, it could produce different results.

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Table 3.1
Interview Guidance

No.	Theories	Indicators	Sub-Indicators	Questions
1.	Forethought Phase	Task Analysis	f. Goal Setting	15) What do you do before you start writing on your thesis?
			g. Strategic planning	16) What kind of learning strategy that you used to learn the content of your thesis?
		Self-Motivation Beliefs	h. Outcome Expectancies	17) What do you do after finishing thesis writing?
			i. Task Interest/Value	18) Which topic do you choose for your thesis?
			j. Goal Orientation	19) How do you know your goals have been accomplished or not after finishing thesis writing?
2.	Performance Phase	Self-Control	e. Task-Strategies	20) Where do you seek information before writing thesis? 21) What do you do to help organize your thoughts?
			f. Time Management	22) How do you manage your time to avoid procrastination?
			g. Help-Seeking	23) Who is the person that you share your problems during the process of thesis writing?
			h. Self-Consequences	24) Do you give yourself a reward and punishment during your thesis writing process? How do you do that?
3.	Self-Reflection Phase	Self-Judgment	a. Self-Evaluation	11. How do you identify your mistake during writing process? 12. How do you know that you have meet your goals or not during thesis writing?

		Self-Reaction	b. Self-Satisfaction/ Affect	13. How do you feel when your supervisors, family or friends praise your writing product ?
			c. Adaptive/ Defensive	14. What do you do when you find difficulties?

Catatan:

1. Indikator dan sub-indikator sudah bagus. Sudah sesuai dengan teori.
2. Validator membantu memperbaiki retorika item dari sisi grammar. Item yang diperbaiki oleh validator diwarnai biru.
3. Sebagian besar item pertanyaan wawancara sudah bagus baik dari aspek retorika, tujuan, maupun gramatika.
4. Menurut validator, panduan wawancara ini sudah valid secara konten. Silahkan peneliti lanjut mengambil data penelitian.

Curup, 6 Januari 2023

Validator

Rully Morgana, M. Pd.

Script of Interview

Question : What do you do before you start writing on your thesis?

Answer : *I set goals before start working on my thesis. By setting goals, I will keep my target and it has a big impact on my work progress, especially when I first started.*

Question : Which topic do you choose for your thesis?

Answer : *I have chosen an easy topic for my thesis based on my ability.*

Question : Where do you seek information before writing thesis?

Answer : *I seek most information from internet sources than books.*

Question : What kind of learning strategy that you used to learn the content of your thesis?

Answer : *Strategies that I used to learn the content of my thesis are reading comprehension and expand strategies.*

Question : What do you do when you find difficulties?

Answer : *Whenever I find difficulties it is indicated the lack of my reference. So, I try to find more references.*

Question : How do you identify your mistake during writing process?

Answer : *By reading my writing results regularly, then I found some mistakes needed to fix. That's how I identify my writing mistakes.*

Question : Do you give yourself a reward and punishment during your thesis writing process? How do you do that?

Answer : *Yes, I do to give reward if I get the target and punishment. For instance, I will go to refreshing, buy my favorite foods or watching my favorite movies after I got accepting and vice versa.*

Question : Who is the person that you share your problems during the process of thesis writing?

Answer : *I share my problems to my supervisors, my friends and my senior. So I can get advises and guides from them.*

Question : How do you feel when supervisors, family or friends praise your writing product?

Answer : *When they praise my writing product, I feel worthy because praises means they appreciate my work. Being praised from someone means they know that I have worked hard.*

Question : How do you know that you have meet your goals or not during thesis writing process?

Answer : *Being understand of my thesis content make me knew that I have met my goals during writing process.*

Question : What do you do to help organize your thoughts?

Answer : *I do more efforts to stay focus, such making notes to help organize my thoughts.*

Question : How do you manage your time to avoid procrastination?

Answer : *Making a time table, so I know what to do and can avoid procrastination.*

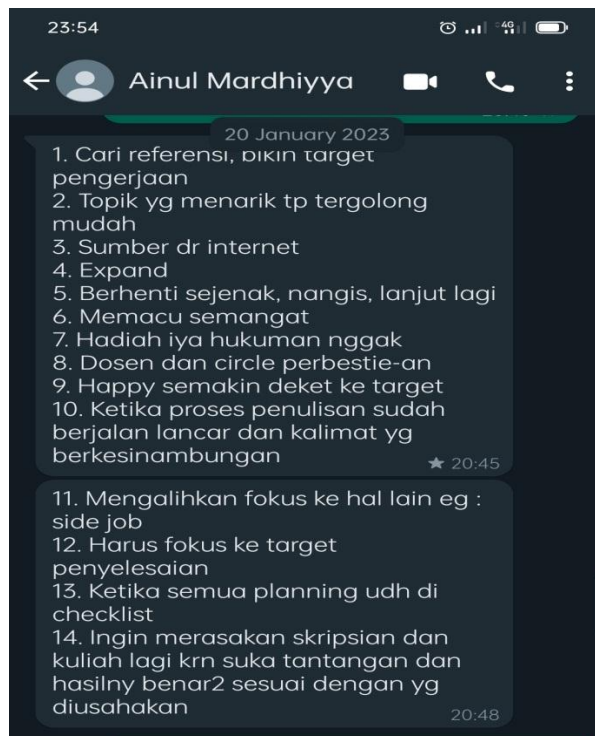
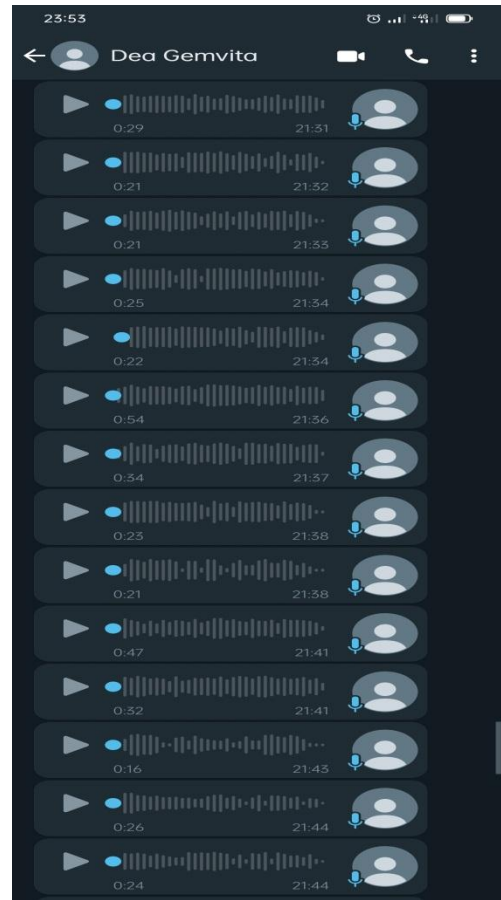
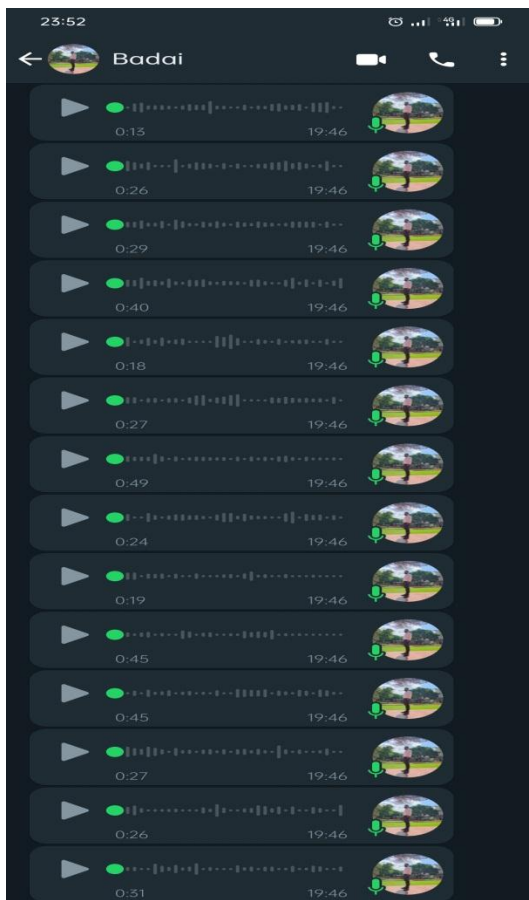
Question : How do you know your goals have been accomplished or not after finishing thesis writing?

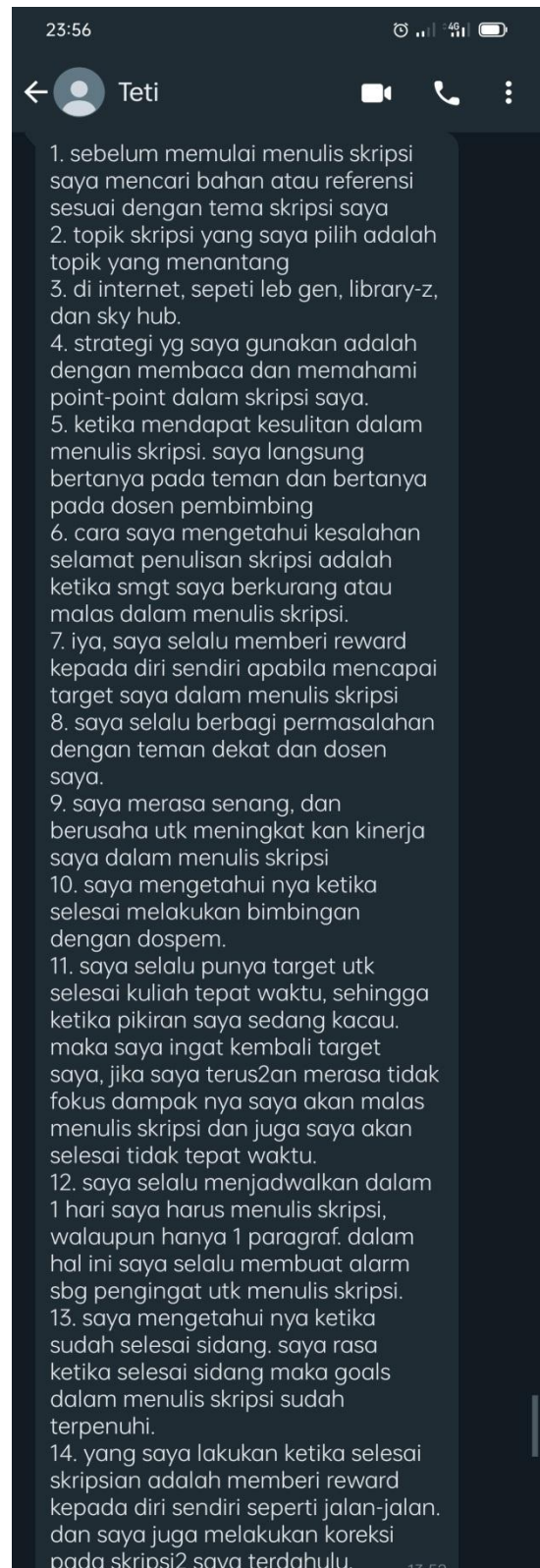
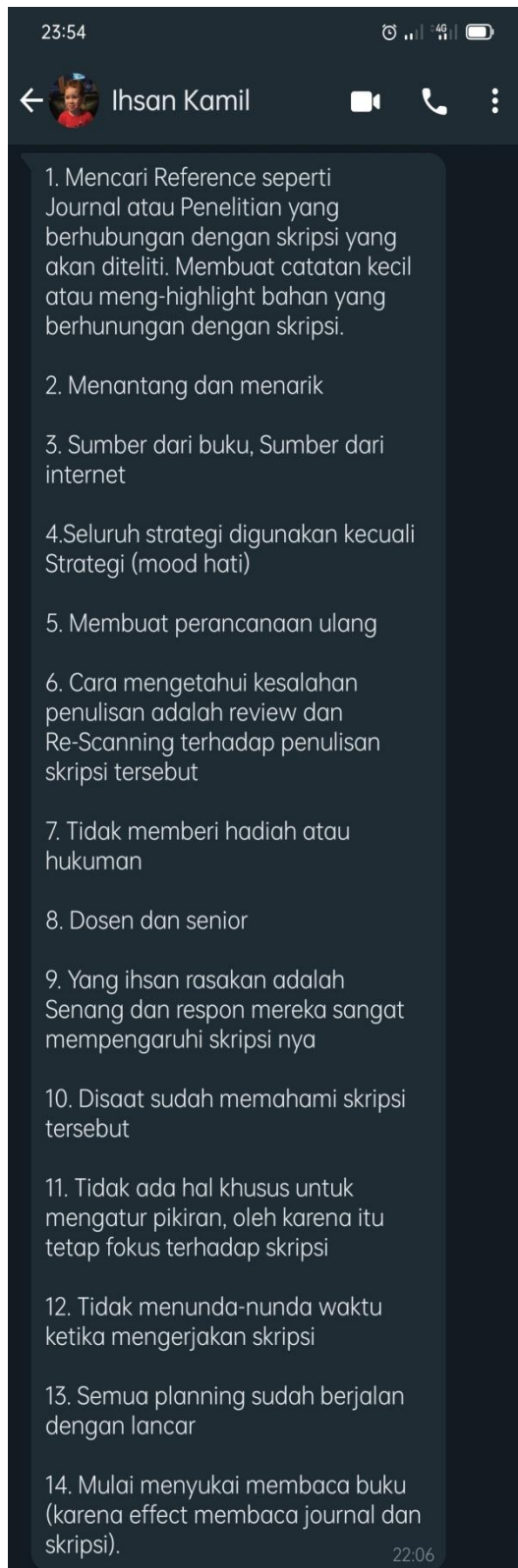
Answer : *I know that I have accomplished my goals if my target list had been completed.*

Question : What do you do after finishing thesis writing?

Answer : *After finish my thesis and get my bachelor degree I want to continue to the next level of academic writing in master degree.*

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00:26

Astuti Itsuwa

1. Sebelum menulis skripsi, saya selalu membaca kembali poin-poin apa yang harus saya tulis, tambahkan atau diperbaiki, setelah itu saya memastikan apakah referensi2 yang saya butuhkan telah benar-benar ada, jika ternyata masih kurang, saya akan mencari terlebih dahulu referensi terkait. Setelah unsur dua itu terpenuhi, saya akan menentukan waktu, berapa lama saya harus fokus pada hari itu untuk menulis skripsi, karena time management yg bagus akan memaksimalkan hasil yang didapat. 09:42

2. Topik yang saya pilih untuk menjadi judul skripsi saya adalah topik yang saya pikir itu menarik dan memang pada saat saya meneliti nanti jawaban atau hasil penelitian saya memberikan manfaat/solusi atas apa yang terjadi. Selain itu juga pastinya judul yang saya ambil mempertimbangkan rangkaian penelitian yang akan saya jalani, mampu atau tidak saya menyelesaikan penelitian terkait judul tersebut nantinya. 09:42

3. Sebelum menulis skripsi saya biasanya mencari informasi di internet, baik di jurnal2 atau penelitian lainnya yang memang berkesinambungan dengan skripsi yang akan saya tulis. 09:42

4. Strategi yang saya gunakan adalah selalu membaca berulang-ulang apa yang telah saya tulis dalam rangkaian skripsi saya, karena dengan sering membaca, mempelajari dan juga memahami dalam frekuensi yang rutin akan membuat saya bisa memahami isi skripsi saya dengan baik. 09:42

5. Yang saya lakukan ketika menemukan kesulitan saat menulis skripsi yaitu saya akan mencari lebih banyak referensi terkait skripsi saya, karena dengan banyaknya referensi saya akan mendapatkan pengetahuan2 baru yang tak jarang itu mampu mengatasi kesulitan2 yang saya hadapi. Selain itu saya tak segan untuk bertanya kepada orang2 teedekat ataupun lainnya, yang bisa memberikan pendapat terkait kesulitan yang saya hadapi 09:42

6. Untuk mengidentifikasi kesulitan dalam menulis skripsi, biasanya setelah menulis saya akan mengecek kembali apa2 yg telah saya tulis, kemudian saya akan membuat catatan2 dalam beberapa bagian yang mengelompokkan mana bagian yang masih harus saya tambahkan referensi lain, mana yang sulit diselesaikan, sehingga catatan2 terkait masalah yang saya hadapi itulah yang akan menjadi acuaan untuk perbaikan pada penulisan selanjutnya. 09:42

23:58

Astuti Itsuwa

8. Teman, kakak tingkat, dan juga keluarga. 09:42

9. Perasaan saya sangat bahagia, karena pujian merupakan bentuk penghargaan yang cukup luar biasa bagi saya. Dengan pujian berarti pada saat itu kita mampu memberikan sesuatu uang berharga atas upaya yang telah kita lakukan. 09:42

10. Untuk mengetahui tujuan saya telah tercapai atau belum, biasanya saya akan melihat list2 target yang telah saya buat, jika pada waktu yang telah ditentukan saya bisa mencapainya maka berarti tujuan saya tercapai, tapi jika melebihi waktu yang telah ditentukan maka berarti saya gagal dan harus berusaha lebih lagi. 09:42

11. Yang saya lakukan adalah tetap memberik jeda atau ruang untuk istirahat bagi pikiran saya, misalnya dengan jalan2, melakukan hal2 positif lainnya, berdiskusi dengan teman atau membaca buku2 motivasi. Dengan begitu pikiran saya akan lebih terarah dan tidak begitu overthinking. 09:42

12. Cara say mengatur waktu adalah dengan menerapkan target sebelumnya, misal jika pada target ketika waktu menunjukkan pukul 9 saya harus memulai mengerjakan atau menulis skripsi, maka saya harus menjalankannya secara on time. Time management yang baiklah yang bisa menghindarkan diri dari menunda-nunda. 09:42

13. Yaitu dengan mengecek list2 catatan terkait tujuan yang harus saya capai. Jika pada list2 catatan tersebut sudah terpenuhi semua berarti tujuan saya setelah menyelesaikan skripsi telah terpenuhi. 09:42

14. Yang saya lakukan setelah menyelesaikan penulisan skripsi saya akan memberikan jeda atau waktu tenang untuk diri sendiri. Setelah itu saya biasanya juga melanjutkan karya tulis saya sedikit demi sedikit agar ada progres, Atau kadnag hanya menulis quote2 motivasi. 09:42



BIOGRAPHY

The researcher's full name is Ade Eka Wahyu Utami. Her nickname is Eka. She was born in Temanggung, Central Java on February 9th 1998. She is first daughter of Mr. Dedi Susanto and Mrs. Sumiyati. She finished her elementary school at SDN 03 Limus

Nunggal Bogor and continued to SMP Amal Mulia 02 in 2011 to 2012. Then, she moved to SMPN 1 Curup Timur in 2012 to 2013. Next, she graduated from MAN Curup in 2016. Then, she had decided to continue her education in university level at State Islamic Institute of Curup and choose English Tadris Study Program in education department. She graduated her study in 2023.

-it doesn't matter how long it takes time as long as it's done. Cause I'm not a product of my circumstances. I am a product of my decisions-