

LEARNERS' PERSPECTIVE TOWARDS SELF-REGULATED LEARNING STRATEGY FOR ENHANCING ESSAY WRITING

Novriyani¹, Rizki Anugrah PR²

¹ Institut Agama Islam Darul A'mal Lampung, Metro, Lampung

² STKIP PGRI Metro, Lampung

Corresponding author's email: Novriyani282@gmail.com

Abstract

Self-regulated learning (SRL) has been widely recognized as a critical component in supporting learners' academic development, particularly in complex language production tasks such as essay writing. This research aims to investigate students' perceptions of SRL strategy use and its contribution to enhancing essay writing performance. Employing a quantitative descriptive design, data were collected from 15 participants through a validated SRL questionnaire consisting of 32 items representing forethought, performance, and self-reflection phases. The findings indicate that learners demonstrate a generally high level of engagement in SRL, with the strongest responses observed in goal-setting, task planning, self-monitoring, and reflective evaluation. Students reported that SRL strategies helped them organize ideas more effectively, manage writing tasks more independently, and improve the clarity and coherence of their essays. Additionally, learners perceived the self-reflection phase as particularly influential, as it enabled them to identify weaknesses, integrate feedback, and plan targeted improvements. The research contributes to a deeper understanding of SRL in the context of academic writing and provides implications for teaching strategies that promote learners' autonomy and sustained writing proficiency.

Key words: *Essay Writing, Learners' Perspective, Self-Regulated Learning Strategy*

INTRODUCTION

The acquisition of a second language encompasses several skills, including listening, speaking, reading, and writing. Among these, writing requires learners to express and organize their ideas in written form (Novriyani, n.d.). Essay writing represents a foundational yet demanding skill for learners in English as a Foreign Language (EFL) settings (Novriyani et al., 2025).

Producing an organized, coherent, and critically developed essay requires not only strong language proficiency but also strategic awareness, sustained motivation, and the capacity to manage one's own learning (Cushing Weigle, n.d.). Nevertheless, many EFL learners continue to face challenges in planning their work, structuring ideas, allocating time, and revising their drafts efficiently. These persistent obstacles often result in weak writing performance and slow progress. Such issues underscore the increasing need for pedagogical approaches that

cultivate learner autonomy and encourage strategic involvement throughout the writing process.

Self-regulated learning (SRL) is increasingly acknowledged as an instructional framework that fosters learner autonomy and supports the strategic management of complex academic tasks. (B. Zimmerman, 2002), SRL highlights students' ability to deliberately plan, monitor, and assess their own learning behaviors to accomplish academic objectives. In the field of L2 writing, SRL related strategies such as setting goals, monitoring progress, organizing the learning environment, and evaluating have been shown to facilitate deeper engagement with the writing process and contribute to improvements in overall writing quality (Sexton et al., n.d.). Because essay writing requires sustained planning, drafting, and reflection, SRL is highly compatible with process based writing instruction and offers significant potential to help learners become more autonomous and proficient writers.

In addition, to qualify specifically as self-regulated in my account, students' learning must involve the use of specified strategies to achieve academic goals on the basis of self-efficacy perceptions. This definition assumes the importance of three elements: students self-regulated learning strategies, self-efficacy perceptions of performance skill, and commitment to academic goals. Self-regulated learning strategies are actions and processes directed at acquiring information or skill that involve agency, purpose, and instrumentality perceptions by learners (B. J. Zimmerman, 1989). They include such methods as organizing and transforming information, self-consequencing, seeking information, and rehearsing or using memory aids

Despite the theoretical and empirical support for SRL, the extent to which SRL based instructional practices can be effectively implemented depends heavily on the perceptions and beliefs of both teachers and learners. Learners' perceptions, in turn, shape their acceptance, motivation, and sustained use of SRL strategies in writing tasks (B. Novriyani et al., 2018)

Although, there are some of previous researchers about beliefs or perception through self-regulated learning. The first previous research was conducted by (Majitol & Yunus, 2023), the shift of teaching and learning activities to virtual platforms during the COVID-19 pandemic was unavoidable. With the rapid and full integration of digital technologies into education, students were required to depend heavily on their own self-regulated learning to maintain academic progress. This systematic review examines teacher's perceptions of students' self-regulated learning (SRL) within technology based learning (TBL) environments.

The review indicates that teachers view several factors as crucial for the successful interplay between SRL and TBL: (i) the availability and accessibility of digital learning resources for both teachers and students; (ii) the readiness and technological competence of teachers and learners'; and (iii) parental involvement in supporting students' SRL for reasons of safety and motivation. The findings suggest that learning becomes more effective, meaningful, and goal oriented with support from multiple educational stakeholders.

The second previous research was conducted by (Šimić Šašić & Ataga, 2024), self-regulated learning significantly impacts academic achievement and learning effectiveness. However, many learners still fail to apply self-regulation optimally. Teachers have the capacity to shape students' self-regulated learning both directly and indirectly, for example by teaching strategic learning approaches or designing supportive learning environments. Research indicates that teachers moderately encourage self-regulated learning, with direct or explicit teaching methods being underutilized despite their stronger contribution to fostering learning self-regulation. Teachers often overestimate their encouragement of learning self-regulation compared to students' perceptions. There is a scarcity of research on encouraging self-regulated learning in teaching practices, particularly from the students' perspective.

Hence, the aim of this study was to examine how students perceive their encouragement of self-regulated learning and its association with their own self-regulated learning. The research showed that students' perception of teacher encouragement of self-regulated learning is a significant predictor of learning self-regulation in students. The data obtained in the research contributes to understanding the encouragement of self-regulated learning from the students' perspective and highlights the importance of students' assessments of encouragement of self-regulated learning.

Building on these considerations, there is a clear and pressing need for a more rigorous and comprehensive investigation into how students perceive and make sense of teacher efforts to promote self-regulated learning, especially within the complex dynamics of everyday instructional contexts. While existing research has repeatedly underscored the influential role that teachers play in cultivating students' capacity to regulate their own learning, previous findings also reveal persistent inconsistencies between teachers' self-assessments of the support they provide and students' actual perceptions of that support. Such discrepancies highlight an important methodological and conceptual gap in the current body of literature, namely the limited availability of empirical evidence that directly foregrounds students' voices and experiences.

Addressing this gap is critical not only for strengthening the theoretical understanding of self-regulated learning within technology enhanced and traditional learning environments, but also for informing pedagogical decision making that is better aligned with learners' needs, expectations, and developmental trajectories. By centering students' perspectives, research can more accurately capture the nuances of how instructional practices are interpreted and how these interpretations shape students' motivation, strategic engagement, and regulatory behaviors.

In conclusion, the present study aims to extend and refine existing scholarship by offering a detailed examination of how students perceive teacher encouragement of self-regulated learning and by analyzing the extent to which these perceptions relate to their own self-regulatory practices. Through this approach, the study is expected to generate valuable insights that contribute to the design of more responsive, evidence based instructional strategies capable of effectively supporting students' autonomy, strategic learning, and long-term academic success.

RESEARCH METHODOLOGY

This research employed a descriptive quantitative design. The design was selected to enable systematic measurement of students' perceptions while also capturing contextual explanations related to their use of Self Regulated strategies during the writing process. The participants consisted of undergraduate students at Islamic Institute of Darul A'mal Lampung in English Education Department. A total of 15 students participated in the study, selected through purposive sampling to ensure that all respondents had prior experience in essay writing tasks.

Research instruments used questionnaire which adapted questionnaire based on Zimmerman's SRL framework. It was used to measure students' perceptions of their planning, monitoring, evaluating, and strategy use during essay writing activities. The questionnaire consisted of Likert-scale items ranging from 1 (strongly disagree) to 5 (strongly agree). The blueprint of instrument questionnaire can be seen on the table below;

Table 1. The Blueprint of Questionnaire

SRL Component	Sub-Construct/ Indicator	Item Number	Description of Item Focus	Theoretical Basis
Forethought Phase	Goal Setting	1, 2, 3, 4	Setting objectives, clarifying goals, determining writing targets	Zimmerman (2000), Pintrich (2004)

	Task Analysis and Strategic Planning	5, 6, 7, 8	Analyzing prompts, planning structure, outlining ideas, selecting resources	Zimmerman (2002), Andrade and Evans (2013)
Performance Phase	Self-Monitoring	9, 10, 11, 12	Tracking writing progress, relevance of ideas, clarity, coherence	Zimmerman (2000), Graham and Harris (2018)
	Cognitive Strategy Use	13, 14, 15, 16	Brainstorming, drafting, revising, grammar strategies	Oxford (2011), Zimmerman and Bandura (1994)
	Time and Resource Management	7, 18, 19, 20	Time allocation, avoiding distraction, seeking help, using writing resources	Pintrich (2004), Schunk and Zimmerman (2011)
Self-Reflection Phase	Self-Evaluation	21, 22, 23, 24	Reviewing drafts, checking requirements, reflecting on strengths or weakness	Zimmerman (2000), Harris and Graham (1996)
	Causal Attribution and Adaptive Improvement	25, 26, 27, 28	Using feedback, analyzing errors, planning improvement, building confidence	Zimmerman (2002), Winne and Hadwin (2013)
Outcome Perception	Perceived Impact of SRL on Essay Writing	29, 30, 31, 32	Beliefs about effectiveness, organization, improvement,	Zimmerman (2011), Graham (2020)

			importance of SRL	
--	--	--	----------------------	--

Source: Adopted of Zimmerman, et.al SRL Framework

The procedures of collecting data was conducted online in goggle form. The students completed the SRL questionnaire after receiving instructions and giving informed consent. Quantitative data from the questionnaire were analyzed using descriptive statistics (mean, percentage, and standard deviation) to determine overall trends in learners' perceptions. Inferential statistics, such as correlation analysis, were employed to examine relationships between SRL strategy use and perceived improvement in essay writing. The research adhered to ethical research guidelines. Participants' identities were anonymized, and all data were used solely for academic purposes.

FINDINGS AND DISCUSSION

FINDINGS

1. Descriptive Statistics of Self-Regulated Learning (SRL) Strategies

The descriptive analysis revealed that learners demonstrated a moderate to high level of self-regulated learning in essay writing. Table 2 summarizes the mean score across the four major of SRL components.

Table 2. Mean Score of SRL Components

SRL Component	Mean (M)	Standard Deviation (SD)	Interpretation
Forethought (Goal Setting and Planning)	4.02	0.53	High
Performance (Monitoring and Strategy Use)	3.89	0.61	Moderate to High
Self-Reflection (Evaluation and Adaptation)	3.95	0.57	High
Perceived Impact of SRL on writing	4.11	0.49	High

The highest score was recorded for perceived impact of SRL on writing (M=4.11), indicating that most students believed SRL strategies positively contributed to the quality of their essay writing. The lowest score was performance phase (M=3.89), suggesting learners were less consistent in monitoring and regulating their writing processes during task execution.

2. Correlation Between SRL Strategies and Perceived Essay Writing Improvement

A Pearson correlation analysis showed that a strong positive relationship between the overall use of SRL strategies and students' perceived improvement in essay writing performance ($r = .68, p < .001$). This result indicates that students who engaged more actively in SRL strategies tended to perceive greater progress in their writing skills.

DISCUSSION

The results of the present investigation offer valuable insights into how learners perceive the application of self-regulated learning (SRL) strategies in improving their essay writing performance. In general, the data reveal that students exhibit substantial involvement in various stages of the SRL cycle, with particularly strong tendencies in the forethought and self-reflection phases. These findings align with the theoretical propositions outlined in (B. Zimmerman, 2002) framework, which underscores the pivotal role of goal formulation and reflective self-evaluation as foundational elements that shape effective learning behaviors.

Learners showed that high performance in goal setting and strategic planning, aligning with previous studies indicating that effective research allocates significant effort to planning before drafting (Harris & Graham, 2016). The high mean score suggests that students recognize the importance of analyzing prompts, structuring ideas, and organizing content before writing.

Although students acknowledge the value of SRL, the performance phase yielded the lowest mean score. This finding mirrors research indicating that monitoring one's own writing in real time is cognitively demanding (Winne & Hadwin, n.d.). Students reported challenges such as maintaining coherence, avoiding distractions, and managing time while drafting. This highlights the importance of instructional support that strengthens cognitive and metacognitive monitoring, such as guided drafting, modeling of think-aloud writing, and rubric-based self-monitoring.

The findings indicate that learners' effective use of self-regulated learning strategies is highly dependent on the presence of instructional support. Students perceived stronger self-regulatory control when the teachers explicitly demonstrated writing strategies, implemented guided drafting processes, and applied clear and well-defined assessment rubrics. This finding aligns with prior studies suggesting that self-regulated learning skills do not develop naturally but require explicit instruction and systematic scaffolding within pedagogical practices (Ahmed, 2017)

Moreover, learners viewed reflective practices, such as self-assessment and revision, as critical components in improving their essay writing. Reflection enabled learners to identify weaknesses in argument development, organization, and language use, fostering a sense of autonomy and responsibility for learning. This finding reinforces (Panadero, 2017) assertion that self-reflection serves as a key mechanism through which learners evaluate progress and regulate future performance.

Overall, the findings indicate that while learners acknowledge the importance of SRL strategies for essay writing, their implementation varies across SRL phases. The planning and reflection phases are more readily adopted, whereas the performance phase remains cognitively demanding without structured pedagogical support real-time monitoring and regulation during drafting. By embedding SRL instruction into essay writing practices, educators can facilitate learners' transition from guided regulation to greater autonomy in academic writing.

SUGGESTIONS

This study suggests that self-regulated learning (SRL) strategies should be explicitly integrated into essay writing instruction across the planning, performance, and reflection phases. Teachers are encouraged to provide structured support, such as goal setting, outlining, and guided drafting, to strengthen learners' strategic control during writing.

Given that learners perceived the performance phase as the most challenging, instructional practices should prioritize real-time support through modeling, self-monitoring tools, and formative feedback. Additionally, reflective activities, including rubric-based self-assessment and peer feedback, should be systematically incorporated to enhance learners' metacognitive awareness and autonomy.

Finally, for another researcher should involve larger samples and diverse contexts to improve generalizability and examine the long-term impact of SRL-based instruction on essay writing development.

REFERENCES

- Ahmed, W. (2017). Motivation and Self-Regulated Learning: A Multivariate Multilevel Analysis. *International Journal of Psychology and Educational Studies*, 4(3), 1–11. <https://doi.org/10.17220/ijpes.2017.03.001>
- Cushing Weigle, S. (n.d.). *Assessing Writing*.
- Harris, K. R., & Graham, S. (2016). Self-Regulated Strategy Development in Writing: Policy Implications of an Evidence-Based Practice. *Policy*

- Insights from the Behavioral and Brain Sciences*, 3(1), 77–84.
<https://doi.org/10.1177/2372732215624216>
- Majitol, D., & Yunus, M. M. (2023). Teacher's perception on student's self-regulated learning in a technology-based learning setting. *International Journal of Evaluation and Research in Education*, 12(3), 1155–1164. <https://doi.org/10.11591/ijere.v12i3.25123>
- Novriyani, B., Raja, P., & Nurweni, A. (2018). *Self-Regulated Learning Strategy Based Writing Instruction To Promote Students' Argumentative Essay Writing Ability*. 1–11.
- Novriyani, N. (n.d.). AN ANALYSIS OF STUDENTS' DIFFICULTIES IN ESSAY WRITING AT STUDENTS OF UNIVERSITY.
- Novriyani, Puspitasari, E., Alia Haya, P., & Anugrah, R. P. (2025). Exploring Sentence Structure and Grammatical Consistency in AI-Written Essays STKIP PGRI Metro-Indonesia. *Journal of Language Education*, 9(2). <https://doi.org/10.24090/tarling.v9i2.14408>
- Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. In *Frontiers in Psychology* (Vol. 8, Issue APR). Frontiers Media S.A. <https://doi.org/10.3389/fpsyg.2017.00422>
- Sexton, M., Harris, K. R., & Graham, S. (n.d.). Self-Regulated Strategy Development and the Writing Process: Effects on Essay Writing and Attributions. In *Exceptional Children* (Vol. 64, Issue 3).
- Šimić Šašić, S., & Atlaga, M. (2024). Student perception of teacher encouragement of self-regulated learning and its relationship with self-regulation learning strategies. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1407584>
- Winne, P. H., & Hadwin, A. F. (n.d.). *Studying as Self-Regulated Learning*.
- Zimmerman, B. (2002). Becoming a Self-Regulated. In *INTO PRACTICE* (Vol. 41, Issue 2).
- Zimmerman, B. J. (1989). A Social Cognitive View of Self-Regulated Academic Learning. In *Journal of Educational Psychology* (Vol. 81, Issue 3).