CHAPTER I
INTRODUCTION

This introductory chapter serves as the foundation for the research methodology, providing a comprehensive background and significance of the subject matter. It elucidates the importance of the research and outlines the objectives it aims to address. As the study progresses, this chapter acts as a guiding roadmap, outlining the salient themes and topics explored in subsequent chapters. Consequently, it is structured into sub-chapters that delve into the study's introduction. These sub-chapters encompass the background of the study, the study's objectives, the research questions, the study's significance, and the clarification of key terms employed in the research.

1.1. Background of the Study

In today's interconnected world, the ability to communicate effectively in English transcends geographical boundaries and academic pursuits. This is where English for Specific Purposes (ESP) comes in, equipping individuals with the linguistic tools tailored to their chosen professions. The demand for these specialized skills is surging across a diverse range of fields fuelled by globalization (Noguchi, 2022), technological advancements (Kakoulli Constantinou & Papadima-Sophocleous, 2020; Kohnke et al., 2021), knowledge dissemination (Girón-García & Fortanet-Gómez, 2023), and language proficiency (Shalatska et al., 2023).

As international collaboration and trade become increasingly commonplace, professionals need to navigate diverse cultural contexts and communicate clearly with colleagues and clients worldwide. ESP empowers them to do so effectively, regardless of their native language. Thus, English becomes the shared linguistic code of global interaction (Ghodbane, 2022). As a consequence, the adjustment to heterogeneous cultural and linguistic differences is required, especially in professional communication. ESP offers not only language knowledge and skills but also socially contextualized language. In other words, teaching ESP equals teaching linguistic knowledge and skills along with their functions to effectively function in diverse workplace communication.

As the concept of ESP, the most applications of ESP teaching targets learners communication skills as the specified outcome (Jande & Ibrahim, 2021; Marcu, 2020). Thus, speaking or oral communication is of more concern when teaching ESP to specific students (Pitura, 2021). However, ESP writing presents a unique set of complexities. It transcends simply using grammar and vocabulary with necessitating strategic deployment of specialized knowledge, adaptation to varying genre conventions, critical thinking, and cultural awareness. ESP writing skills requires specialised terminology, structuring information, genre convention, integrating knowledge, and cultural nuances.

English for Specific Purposes (ESP) writing demands specialized characteristics. These include the use of jargon, technical terms, and specific vocabulary to convey precise information within a particular domain. Effective ESP writing also requires structuring information appropriately, employing specific genres, and critically analysing information to present it clearly and accessibly. Furthermore, cultural sensitivity is crucial when considering the target audience.

To effectively teach these specialized characteristics, various teaching models have been developed, researched, and applied. One prominent approach is the genre-based approach, which has gained significant appeal among practitioners and instructors (Cheng, 2021). This approach, developed by Li et al. (2020), focuses on teaching ESP writing within a localized context, particularly for graduate-level research writing. It combines inductive and discovery-based genre analysis to guide the learning process.

While the genre-based approach is gaining traction in ESP, metacognitive theories and practices have also been extensively developed. These theories aim to enhance learners' awareness of their own cognitive processes. One significant contribution in this area comes from Schraw and Dennison (1994), who developed the Metacognitive Awareness Inventory (MAI). This instrument assesses adults' metacognitive awareness across eight subcomponents, categorized under two broader concepts: knowledge and regulation. The MAI has proven valuable for researchers studying metacognition in various contexts. Another noticeable concept of metacognitive is proposed by Nelson (1990).

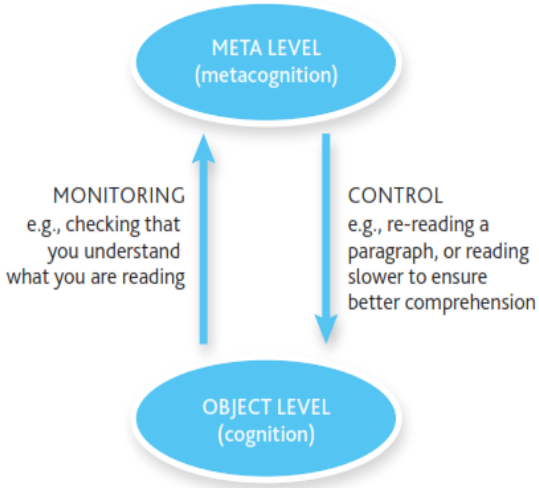

Figure 1. 1 Nelson Model of Metacognition

The metacognitive concepts proposed by Nelson (1990) consist of object-level and meta-level (see Figure 1.1). The cognitive strategies occur at the object level in which the occurrence of learners' thinking happens. Learners will think about the objective they should reach during learning—meanwhile, meta-level works monitor and control the strategies they use to reach the learning goals. It depicts a model of metacognition, which encompasses the capacity to reflect on one's own thought processes. It distinguishes between the object level, where actual thinking transpires, and the meta level, which involves monitoring and controlling these processes. Monitoring entails being cognizant of one's thinking and comprehension, while control entails adjusting one's strategies in accordance with this monitoring. For instance, if one recognizes a lack of comprehension, they may reread the material or attempt self-explanation. In essence, metacognition entails being a mindful thinker and leveraging one's awareness of cognitive processes to enhance learning and problem-solving abilities. Further, the concept groups the learners into four different levels of metacognition: tacit (unaware), aware, strategic (thinking organisers), and reflective (strategic and monitor)(Perkins, 1992).

Studies related to English for Specific Purposes, metacognition, metacognitive awareness, and self-regulation have been provided to give alternative solutions to effective teaching and learning strategies. Metacognition is mostly used

as a learning strategy and implemented to enforce the other specific learning strategies to teach ESP students (Baybakova & Hasko, 2021), such as in reading strategies (Sholeh et al., 2022; Thongwichit & Buripakdi, 2021), or listening (Nasim et al., 2022). Meanwhile, the studies related to self-regulation have presented the learning objectives as an assessment (Xiao & Yang, 2019) or as a learning model (Phodong et al., 2019).

In Indonesia, Rachmawati and Fadhilawati (2024) explore the challenges hindering effective ESP writing. Firstly, limited exposure to authentic material within specific domains can restrict learners' understanding of genre convention and appropriate language use. Secondly, inadequate teacher training in ESP methodologies can lead to ineffective instruction and limited student engagement. Thirdly, a lack of emphasis on critical thinking and information literacy can hinder students' ability to analyse information and construct well-supported arguments. Meanwhile, Alamri (2021) stated about limited access to resources and technology.

One possible way to address the challenges presented is to incorporate a self-regulation framework into task instruction. However, the research on integrating self-regulation frameworks into task instruction for English as a Second Language (ESL) classes has not provided a comprehensive understanding of this approach. ESP writing projects was chosen because of its unique linguistic demands of a specific filed, exploring effective teaching methodologies, and examining the impact of technology on their writing. By addressing specific research questions, utilizing valid research methods, and demonstrating the potential to improve ESP teaching and learning, an ESP writing project can establish itself as a valuable contribution to the field of language education.

Overall, it is evident that a gap exists in the literature on promoting this metacognitive awareness and self-regulation. Most studies report how to encourage students to become self-regulating learners, but only a little information is available to guide the teacher to facilitate them (Dignath & Büttner, 2008). Other studies also concentrate on the outcomes of the study that does not explore into the student's progress to achieve those results. In fact, helping teachers prepare their students to be metacognitively aware learners is as necessary as helping learners to achieve the best result. So, it is essential to promote teachers in raising students' metacognitive

awareness. Students should be aware of their skills and judge their incompetence (Dignath & Büttner, 2008) well.

Thus, to comprehend the necessity of a process and the role of teachers in facilitating the learning of students, this research focuses on how specific tasks given by teachers can activate students' knowledge and regulation of cognition awareness in ESP writing projects. The six self-regulation strategies framework is applied to the task: goal-setting, preparing a place to study, organising material, monitoring learning, evaluating progress and effectiveness, and reviewing tests (Ley & Young, 2001; Weinstein et al., 2011; Weinstein et al., 2000). This framework is implemented to the concept of task instruction to create a new model for delivering tasks to students in the ESP context. Further, this modified task instruction is applied to promote students' knowledge and regulation of cognition awareness in the ESP writing projects. The task model is called Self-Regulated Task Instruction (SRTI).

1.2. Research Questions

To deal with task-given issues, this research addresses students' knowledge and regulation of cognition awareness in ESP writing projects. Thus, this research may offer a guide to create practical steps for giving tasks in ESP writing projects to create students' awareness and learners' ability in every task given by answering the following questions:

1) Is there a difference in the level of metacognitive awareness between students implemented SRTI and those implemented common TBLT tasks? If so, which group of students demonstrates a higher level of metacognitive awareness?
2) What are the specific aspects of a Self-Regulated Task Instruction (SRTI) intervention that most significantly impact students' knowledge and regulation of cognition awareness in ESP writing projects?
3) How does SRTI impact the students' quality of writing?

Those research questions were addressed through a combination of qualitative and quantitative analyses, employing a mixed-methods research approach (Creswell, 2021; Hamied, 2017).

1.3. Objective of the Study

As the issues set how tasks given in ESP writing project are mostly product-oriented and focus on students' task results or product, this research explores any possible sets of task instruction which are enforced by the self-regulated framework for students focusing on product and creating metacognitively aware learners. It aims to analyse the effectiveness of the series of tasks with the self-regulated framework to promote two students' metacognitive awareness (knowledge about cognition and regulation of cognition) in ESP. It also discusses how this self-regulated task instruction affects students' metacognitive awareness and their responses toward the task instruction enforced by self-regulation frameworks.

1.4. Scope of the Study

While the excessive positive research evidence related to the use of task instruction, the weak impact is poorly understood and discussed. This research aims to provide an alternative procedure for ESP teachers or lecturers when giving task instruction to promote students' knowledge and regulation of cognition awareness. The scope of the study is limited to who is the subject, what aspects of knowledge and regulation of cognition awareness, and self-regulated tasks.

This research was conducted on university students studying ESP since they are at the ages where students' knowledge and regulation of cognition awareness should have been acquired. However, the development of their metacognition has not been developed as it is supposed to. Thus, only students' knowledge and regulation of cognition awareness aspects are being assessed. This research does not discuss metacognition as a learning strategy, so all aspects related to how metacognition affects learning outcomes were not researched.

Further, four aspects of the self-regulated framework (goal-setting, self-monitoring, self-evaluation, and self-reinforcement) were used as a framework to enforce task instruction in the ESP writing project. Self-regulation concepts in this research do not play as a learning model, but rather as an inserted framework for task instructions in ESP writing project. This task instruction also takes place in the one learning outcome with three different projects. By doing so, this research explores any possible sets of tasks for students focusing on product and process, and also creating metacognitively aware learners.

1.5. Significance of the Study

The interactive features and principles of task-based language teaching follow the principles and practices offered by Ellis (2009); Nunan (2006) and cannot be done without teachers or tutors. It turns out that task-based language teaching is a shortcut to keep learners learning without considering the learning process. However, most researchers believe in a paucity of conclusive evidence that it contributes to creating and building lifelong learners (O'Flaherty & Phillips, 2015).

Thus, this research offers an alternative approach to the phenomenon presented above. It proposes a guide to create meaningful tasks so the tasks are not only considered the results or products but also allow learners to act and build lifelong learning skills. However, suppose the tasks cannot be a guide to developing learners' metacognitive ability effectively. Further research on the learners' readiness its factors might give some insight.

This research addresses critical issues related to how teachers deliver the task and how students respond to the task as part of the learning process. The proper strategies to give a task during the absence of teachers or tutors will reduce students' anxiety and stress toward the task. As a result, students can position themselves as self-regulated learners responsible for their own successful learning process. By completing this research, a set of specific guidelines for creating a task can be developed and analysed. This set of guidelines can be an alternative to educators when giving tasks.

As for English language education, the results of this research can be a foundation for giving task instruction, not only in ESP but also in other contexts of English language learning. Since the product of this research is not a learning model, but a guidance in giving instruction, this research may appear concurrently with any model of teaching and learning the English language, or even any other subjects.

1.6. Clarifications of the Key Terms

To begin with, some key terms used in this research are presented in Table 1.1. Clarifying the terms, including the abbreviation, is crucial to limit misunderstanding.

Table 1. 1 The Research Key Terms

The Terms	Abb.	Definition
Self-Regulation	**SR**	The capacity to manage one's behaviour, emotions, and thoughts to pursue long-term goals is referred to as self-regulation (Gillebaart, 2018)
Task Instruction	**TI**	Task instruction involves language learners in meaningful, goal-oriented dialogue to solve issues, complete tasks, and make decisions. Tasks have been utilised for various educational reasons, including course syllabi, structural or function practice tasks, and language-focused improvements to content-based courses (Pica, 2008).
Self-Regulated Task Instruction	**SRTI**	It is task instruction that is adapted using a self-regulation framework.
English for Specific Purposes	**ESP**	It is based on designing courses to meet learners' needs (Hutchinson & Waters, 1987)
Metacognitive Awareness	**MA**	Being aware of how you think is what metacognitive awareness entails. Metacognition is the knowledge of one's own thoughts and methods. It allows students to be more aware of what they are doing and why they are doing it, as well as how the skills they are acquiring may be used differently in other settings (Schraw, 1998)
Knowledge of Cognition	**KC**	Cognitive knowledge is a person's stored information about human thought, particularly on the characteristics of his own thinking (Jaleel & P, 2016)
Regulation of Cognition	**RC**	Because humans must be aware of their behaviours before they can manage them, cognitive regulation entails metacognitive awareness and monitoring. People may exercise cognitive control over their emotions. Therefore, emotional regulation is partially cognitive (Schunk & DiBenedetto, 2020).

The theoretical framework for this study rests on the interconnectedness of SRTI, ESP, and metacognitive awareness. ESP writing demands a deep understanding of specific genres, vocabulary, and rhetorical conventions within a particular domain, necessitating complex cognitive skills and strategic planning. SRTI, by emphasizing learner autonomy and self-direction, aligns perfectly with the demands of ESP writing. It incorporates metacognitive strategies, such as planning, monitoring, and self-evaluation, which are crucial for successful ESP writing. Metacognitive awareness serves as the foundation for self-regulated learning, enabling learners to understand their own cognitive processes, identify

areas for improvement, and develop and implement effective learning strategies. By incorporating metacognitive strategies into the SRTI framework, learners are empowered to effectively plan, execute, and evaluate their ESP writing tasks, ultimately becoming more independent and effective writers within their chosen fields.

1.7. The Organisation of the Dissertation

This research is structured into five chapters, each focusing on a distinct aspect of the investigation.

Chapter I provides an overview of the study, outlining its rationale and objectives. It explores into the significance of self-regulated task instruction (SRTI) in enhancing student learning and highlights the research gaps that this study aims to address. By exploring the theoretical underpinnings of SRTI, the chapter establishes a robust foundation for the subsequent analysis.

Chapter II probes deeper into the theoretical framework that guides the research. It examines pertinent theories and concepts associated with self-regulated learning, metacognition, and task instruction. This chapter provides a comprehensive exposition of the theoretical constructs that are central to the study.

Chapter III outlines the research methodology, encompassing the research design, data collection procedures, and data analysis techniques. This chapter provides a detailed account of the methods employed to gather and analyse data, ensuring the validity and reliability of the findings.

Chapters IV and V present the results of the study and discuss their implications. Chapter IV presents the quantitative and qualitative data, including statistical analysis and thematic analysis. Chapter V interprets the findings, drawing connections between the results and the theoretical framework. It also addresses the limitations of the study and suggests directions for future research.

By following this systematic and well-defined methodology, this research aims to deepen our understanding of the Self-Regulated Task Instruction (SRTI) approach and its influence on student learning outcomes. Specifically, this research seeks to:

- **Clarify the key components and principles of SRTI:** This involves breaking down the various elements of SRTI, such as goal setting, self-

monitoring, and strategy use, to gain a clear understanding of its theoretical underpinnings.

- **Examine the implementation of SRTI in diverse educational contexts:** By studying how SRTI is applied in different classroom settings, this research identifies effective practices and potential challenges associated with its implementation.
- **Assess the impact of SRTI on students' metacognitive awareness skills:** This involves measuring the effects of SRTI on students' knowledge and regulation of cognition.
- **Identify factors that contribute to the success or failure of SRTI:** This research explores variables such as teacher training, student motivation, and instructional materials that may influence the effectiveness of SRTI.

Through this rigorous investigation, this research explores to provide valuable insights for educators, policymakers, and researchers seeking to improve and enhance student learning.