

## CHAPTER I

### INTRODUCTION

This chapter provides a brief description of the whole contents of the research including background of the study, statements of the problem, purpose of the study, significance of the study, scope of the study, methodology of the study including design, participants, data collection and data analysis of the study, clarification of key terms used in the study, and organization of the paper.

#### 1.1 Background of the Study

The nature of foreign language learning in foreign language context is perceived complex and difficult for some students. One of the factors which leads to the difficulty in learning is the characteristic of the students that are passive learners in their own learning (Mbato, 2013). Some Indonesian students typically sit and listen to instructions and memorize what is taught, learn through activities that are designed by their teachers and depend on teachers' instructions to carry out those activities. Moreover, each student also has different reasons, approach and abilities in learning English (Inan, 2013). These problems trigger the difficulties to attain good learning achievement. Concerning these facts, students are expected to have ability to take responsibility in their own learning or what is called self-regulated learning.

Self-regulated learning is defined as students' ability in managing their own learning by self-regulating their personal, behavior, and environment to attain the learning goals actively (Zimmerman, 1989; 2000). It indicates that the students take ownership of the learning by continually make attempt to learn through regulating effectively their own motivational beliefs, thinking, and learning

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environment. Personal, behavioral, and environmental components are reciprocal which determine each other in varying degrees and situations (Bandura, 1986). Personal self-regulation involves monitoring and adjusting motivational beliefs and cognitive-metacognitive processes. Behavioral self-regulation involves observing and adjusting performance processes. Meanwhile, environmental self-regulation involves observing and adjusting environmental learning. Besides, students' self-regulated learning is measured by examining their self-regulated learning strategies on those three components. In this study, self-regulated learning strategies are strategies that are used by students to regulate their personal, behavioral, and environmental components (Zimmerman, 1989; 2000; Pintrich and De Groot, 1990; Pintrich, 2004).

Self-regulated learning strategies are essential to the success of students in learning. The use of self-regulated learning strategies is significantly correlated to the English achievement (Abbasian & Hartoonian, 2014; Inan, 2013). Besides, a finding from a case study conducted by Zahidi (2012) with six Malaysian undergraduate students reveals two of the participants who show improvement in their course scores are proven to be categorized into high self-regulated learners. Both of them use more self-regulated learning strategies than those who have less improvement. They are independent learners who manage their learning activities efficiently, construct learning condition when they think it is necessary, and display personal competence and the beliefs that they are responsible for their own achievement.

Several studies that are related to students' self-regulated learning in learning English as foreign language (EFL) have been conducted such as by Mezei (2008) in Hungarian; Zahidi (2012) in Malaysia; Inan (2013) in Turkey; Abbasian & Hartorian (2014) in Iran; Hirata (2010) in Japan. Unfortunately, it appears that there is very limited number of studies on self-regulated learning in learning English as foreign language in Indonesian context. There is only one

study found in an online publication that is Mbato's study (2010). Meanwhile, other studies on self-regulated learning in Indonesian context are found in Mathematics (Zannah, 2012), Psychology (Widiyastuti, 2012) and Social Science fields (Sari, 2012). Accordingly, exploring self-regulated learning of Indonesian students in learning English is needed. Therefore, this study is intended to fill the gap by conducting a study on students' self-regulated learning in English as foreign language in Indonesian context.

Based on the explanation above, this study is proposed to explore students' self-regulated learning strategies in learning English as foreign language in a public senior high school in Bandung. It is limited to examine their self-regulated learning strategies in their personal, behavioral and environmental components in learning English.

## **1.2 Statements of the Problem**

As informed in the background of the study above, this study attempts to answer the following questions:

What self-regulated learning strategies do the students demonstrate in the following components?

- a. Personal
- b. Behavioral
- c. Environmental

## **1.3 Purposes of the Study**

Based on the background of the study above, the aims of the study is to examine students' self-regulated learning strategies in the three components, which are personal, behavioral, and environmental in learning English as foreign language.

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In other words, this study is an attempt to explore students' personal, behavioral, and environmental self-regulated learning strategies in learning English.

#### **1.4 Scope of the Study**

The study focuses on students' use of self-regulated learning strategies in their English learning. In detail, this study explores what self-regulated learning strategies that are demonstrated by the students in term of their personal, behavior, and environment while learning English as foreign language.

#### **1.5 Significance of the Study**

The result of this study is to provide teachers with the description on students' self-regulated learning strategies in EFL in terms of their personal, behavioral, and environmental components that promote their success in learning. The research is expected to cover both theoretical and practical significance.

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

Practically, the results of this study are expected to offer valuable contributions for teachers in understanding students' self-regulated learning in learning English. It is also expected that to contribute in developing teachers' teaching strategies concerning students' use of self-regulated learning strategies. By knowing students' self-regulated learning strategies and their importance in

learning, hopefully the teacher can motivate the students, plan and organize classes in a way that facilitate the students to develop self-regulated learning strategies, so the students can achieve the better acquisition and performance in English.

## **1.6 Clarification of Key Terms**

To avoid the misinterpretation, misunderstanding, and misjudgments toward some concepts presented in this study, this section will clarify the following terms:

- a) Self-regulated learning defines as students' ability in managing their own learning by self-regulating their personal, behavior, and environment to attain the learning goals actively (Zimmerman, 1989; 2000).
- b) Self-regulated learning strategies are strategies that are used by students to regulate their personal, behavioral, and environmental components (Zimmerman, 1989; 2000; Pintrich and De Groot, 1990; Pintrich, 2004).

## **1.7 Organization of the Paper**

This paper is organized into five chapters. Each of them is provided with some subtopics to give an insight into the topic under investigation.

### **CHAPTER I: Introduction**

It contains background of the study, statements of problem, purpose of the study, significance of the study, scope of the study, methodology of the study including design, participant, data collection and data analysis of the study, clarification of key terms used in the study, and organization of the paper.

## CHAPTER II: Theoretical Frameworks

This chapter consists of related theories from the experts that cited by the writer in this study. The theories are related to the topic about assessing writing of young learners.

## CHAPTER III: Research Methodology

This chapter describes and elaborates more about the methods that used in doing the research which covers research design, site and participant of the research, data collection, and data analysis.

## CHAPTER IV: Findings and Discussion

This chapter portrays the result and the findings of the study that will be explained literally and discussed in the discussion section.

## CHAPTER V: Conclusions, Suggestions, and Limitations of The Study

This is the last chapter that consists of conclusions of the study, the suggestions that is synchronized with the result of the study and the findings, and limitations of the study.

### **1.8 Concluding Remark**

This chapter has presented the underlying principles of the study covering background of the study, statements of problem, purpose of the study, significance of the study, scope of the study, methodology of the study including design, participants, data collection and data analysis of the study, clarification of key terms used in the study, and organization of the paper. The next chapter will elaborate the relevant literatures to this study.

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