

A REVIEW OF STUDENTS' SELF-REGULATED WRITING STRATEGIES IN WRITING EXPOSITORY ESSAYS

William Hamer

Universitas Sultan Ageng Tirtayasa (williamhamer@untirta.ac.id)

Abstract: A Review of Students' Self-Regulated Writing Strategies in Writing Expository Essays. This paper is carried out to review and describe the Indonesian Journal of Applied Linguistics (IJAL) which is available online on May, 31th 2020 with the title "Indonesian university students' self-regulated writing (SRW) strategies in writing expository essays". The research involved 45 students who have passed an essay writing course focusing on expository essays. Data on the students' use of SRW strategies came from a Self-Regulated Learning Strategy Questionnaire (SRLSQ) adopted from Abadikhah et al. (2018). The students' use of SRW strategies were categorized into six dimensions: motive, method, time, performance, physical environment, and social environment. Out of the total number of respondents, four proficient students were involved in a semi-structured interview. The interview was aimed at knowing the students' use of SRW strategies in the planning, execution, and evaluation (PLEE) cyclical model of process writing. The result of the questionnaire data analysis showed that the students use all of the six dimensions of SRW strategies, with the highest mean for the social environment dimension and the lowest mean for the motive dimension. The result of the interview data analysis revealed that the proficient students also use the six dimensions of SRW strategies. Still, they dominantly apply the method, performance, and social environment dimensions of SRW strategies.

Abstrak: Review Artikel Strategi *Self-Regulated Writing* Mahasiswa dalam Menulis Esai Eksposisi. Makalah ini dilakukan untuk mengkaji dan mendeskripsikan sebuah artikel di Jurnal Linguistik Terapan Indonesia (IJAL) yang tersedia online pada tanggal 31 Mei 2020 dengan judul "Self-Regulated Writing Strategies (SRW) Perguruan Tinggi Indonesia dalam Menulis Esai Eksposisi". Penelitian ini melibatkan 45 mahasiswa yang telah lulus mata kuliah penulisan esai yang berfokus pada esai eksposisi. Data tentang penggunaan strategi SRW oleh siswa berasal dari Self-Regulated Learning Strategy Questionnaire (SRLSQ) yang diadopsi dari Abadikhah et al. (2018). Penggunaan strategi SRW oleh siswa dikategorikan menjadi enam dimensi: motif, metode, waktu, kinerja, lingkungan fisik, dan lingkungan sosial. Dari total jumlah responden, empat mahasiswa mahir dilibatkan dalam wawancara semi-terstruktur. Wawancara bertujuan untuk mengetahui penggunaan strategi SRW oleh siswa dalam perencanaan, pelaksanaan, dan evaluasi (PLEE) model siklus penulisan proses. Hasil analisis data angket menunjukkan bahwa siswa menggunakan keenam dimensi strategi SRW, dengan mean tertinggi untuk dimensi lingkungan sosial dan mean terendah untuk dimensi motif. Hasil analisis data wawancara menunjukkan bahwa siswa yang mahir juga menggunakan strategi SRW enam dimensi. Namun, mereka masih dominan menerapkan dimensi metode, kinerja, dan lingkungan sosial dari strategi SRW.

Kata-kata kunci: essay writing, Indonesian EFL students, self-regulated writing (SRW) strategies

INTRODUCTION

The selected research article to be reviewed is taken from one of the Q2 Scopus indexed journals, *i.e.* the Indonesian Journal of Applied Linguistics (IJAL) which is available online on May, 31th 2020 with the title “Indonesian university students’ self-regulated writing (SRW) strategies in writing expository essays” written by Atik Umamah from Unisma Malang and Bambang Yudi Cahyono from UM Malang. The topic of the article focuses on how undergraduate students of Unisma Malang employ their strategies to improve the quality of their self-regulated writing after taking essay writing course by investigating and identifying the SRW applied in terms of six dimensions (motive, method, time, performance, physical environment, and social environment) proposed by Oxford (1990); cited in Kizilcec et al. (2017) and Abadikhah et al. (2018).

In addition to applying quantitative and qualitative approaches (mix methods), the data of the respondents were collected by organizing interviews and questionnaires dealing with their own experiences during the process of applying SRW. From the main finding of the research, it can be informed that the students use all of the six dimensions of SRW strategies, with the highest mean (4.22) for the social environment dimension and the lowest mean (3.08) for the motive dimension. In this case, it can be said that the purposes of the authors in delivering information in the text are to facilitate in providing insight into the framework of the appropriate English learning strategies used by the students when learning English writing skill as well as to suggest the readers, especially the English teachers in order to frequently allow the students to increase their motivation in implementing self-regulated writing.

Thus, as indicated in the article, there are many previous related studies which provide positive feedback dealing with the benefits of utilizing self-regulated writing strategies to improve the students’ proficiency in writing. By seeing the positive evidence from many studies mentioned above including the authors’ finding in the article, it can be concluded that even though there are still having some weaknesses, such as shown in Table 2 about Ranking of the Six SRW Strategy Dimensions, the SRW strategies are considered effective to be the alternative solution to overcome the students’ difficulties in writing expository essays.

SUMMARY

As clearly stated in the article, the objectives of the research were to investigate Indonesian EFL students’ use of self-regulated writing strategies (SRW) and to identify the SRW strategies applied, particularly by proficient students in writing. The participants of the research were forty-five undergraduate students majoring in English at Unisma Malang. They are in the third year and were selected because they have got an essay writing course, so they are supposed to have sufficient experience in writing and in using learning strategies. Meanwhile, data collecting techniques used in this research were Self-Regulated Learning Strategy Questionnaire (SRLSO) adopted from Abadikhah et al. (2018) and semi-structured interview by utilizing PLEE (planning, execution, and evaluation) cyclical model of process writing. The students’ use of SRW strategies were analyzed based on the six dimensions, *i.e.* motive, method, time, performance, physical environment, and social environment.

The findings of the statistical analysis showed that the overall use of SRW strategies was at a high level, except for the two dimensions: time and motive, which were used at a moderate level. The most frequently employed strategy dimension was the social environment. This result implies that the students mostly seek help from peers, teachers, seniors, or resources like a book, computer, or internet to accomplish their writing tasks. The lowest mean score belonged to the

motive dimension. It indicates that the students find it challenging to set goals, and they perceive moderate self-efficacy in writing. Furthermore, the semi-structured interview revealed that in the PLEE cyclical model, proficient students thoroughly go through the three stages of writing processes (planning, execution, and evaluation).

Since the authors' purpose is to describe the importance of self-regulated learning as strategy for the students in practicing essay writing, they have provided enough evidence to support the data finding including current related studies. To address the argument, the authors provide some examples of their previous research findings as well. To provide an excellent analysis, the authors attached the results of statistical analysis of questionnaire in terms of table as well as some examples of the students' transcription. Therefore, the authors have discussed well about their research findings and drawn clear conclusions. Thus, it can be said that the text has been written in well-organized procedures and has met the criteria of a good research article.

ANALYSIS AND EVALUATION/JUDGEMENT

Utilizing quantitative and qualitative research approaches for this study which is involving statistical analysis as well as describing how proficient students apply the self-regulated writing (SRW) in the process of writing impresses the reviewer to explore more to the factors that the undergraduate students were quite successful dealing with the use of SRW strategies when doing their essay writing. The authors, therefore, mixed quantitative and qualitative research designs, procedures, and paradigm characteristics in a way that the resulting mixture or combination has complementary strengths and non-overlapping weaknesses. The qualitative phase in this research helps to elaborate and present deeper analysis of the quantitative findings. These mix methods are to complement one set of results with another, to expand a set of results, or to discover something that would have been missed if only a quantitative or qualitative approach had been used.

However, in the article, it can be observed that the authors do not explicitly mention the mix methods as the type of research design used. As stated by Wiersma and Jurs (2009), mix methods research involves two or more methods (both quantitative and qualitative) in the same study, so, the authors could actually explore more into the procedures and data analysis of the research as well as the related reference of the research designs. In addition to other weaknesses, it can be informed that there is no clear explanation provided in terms of using the convenience sampling technique mentioned in the Research Site and Participant. The authors only rely on their assumption stating that the selected subjects of research have got an essay writing course, so that they were supposed to have sufficient experience in writing and in using learning strategies. To the extent that this research is mix methods, it would be better if the authors include appropriate procedures as well as discussion of the so-called convenience sampling technique or even consider using random sampling and/or purposive sampling techniques.

CONCLUSION

In summary, it has to be admitted that the authors of this research article have thoroughly presented and discussed their research findings as well as drawn conclusions clearly. Despite some deficiencies in methodology, the research article reveals that the findings and discussion of the study agreed with the prediction that EFL undergraduate students use SRW strategies very often when practicing their writing processes. Therefore, the authors complete their findings by providing writing teachers with insight into the proficient students' use of SRW strategies so that it can be used as a reference to integrate SRW strategy intervention to help less proficient

students improve their writing skills. Besides, the authors also recommended the future researchers to examine the effect of SRW strategy intervention adopted from proficient students' strategies on the less proficient students. It is also good to say that the authors invited further investigation on the use of SRW strategies across proficiency levels as well. Last but not least, it is suggested that this study be carried out to other English skills and/or in school settings.

References

- Abadikhah, S., Aliyan, Z., & Talebi, S.H. (2018). EFL students' attitudes towards self-regulated learning strategies in academic writing. *Issues in Educational Research*, 28(1), 1–17. <http://www.iier.org.au/iier28/abadikhah.pdf>
- Kizilcec, R.F., Pérez-Sanagustin, M., & Maldonado, J.J. (2017). Self-regulated learning strategies predict learner behavior and goal attainment in Massive Open Online Courses. *Computer & Education*, 104, 18–33. <https://doi.org/10.1016/j.compedu.2016.10.001>
- Oxford, R.L. (1990). *Language learning strategies: What every teacher should know*. Newbury House Publishers.
- Umamah, A, and Cahyono, B.Y. (2020). Indonesian university students' self-regulated writing (SRW) strategies in writing expository essays. *Indonesian Journal of Applied Linguistics*, 10(1), 25–35. <https://ejournal.upi.edu/index.php/IJAL/article/view/24958>
- Wiersma, W. and Jurs, S.G. 2009. *Research methods in education (Ninth edition)*. Pearson Education, Inc.