

## **STUDENTS' SELF-REGULATED LEARNING AT THE FOURTH SEMESTER FOR WRITING PERFORMANCE IN ENGLISH EDUCATION DEPARTMENT AT UIN ALAUDDIN MAKASSAR**

**Aini Nur Isfani**

*Universitas Islam Negeri Alauddin Makassar*  
[ainiisfani10@gmail.com](mailto:ainiisfani10@gmail.com)

**Siti Azisah**

*Universitas Islam Negeri Alauddin Makassar*  
[siti.azisah@uin-alauddin.ac.id](mailto:siti.azisah@uin-alauddin.ac.id)

**Muhammad Jabal An Nur**

*Universitas Islam Negeri Alauddin Makassar*  
[jabal0411@gmail.com](mailto:jabal0411@gmail.com)

### **ABSTRACT**

This research addresses issue of self-regulated learning in students writing performance for the fourth semester of English Education Department at UIN Alauddin Makassar. The research objectives are to find out the students' who have Self-Regulated Learning in doing Writing Assignment for the fourth semester students of English Education Department at UIN Alauddin Makassar, and addition to find out do Self-Regulated Learning influence students' Writing Performance in English Education Department at UIN Alauddin Makassar. The method of this research used qualitative method. The subjects of this research were thirty-two (32) students of English Education Department at UIN Alauddin Makassar academic year 2018 which taken by using purposive sampling. The data of this research is obtained from semi structured interview instrument with supporting data from questionnaire. The data analysis techniques in this research used three steps, i.e. reading/memoing, describing and classifying. The result shows that the experience Self-Regulated Learning can organize and control the learning schedule according to the priority scale and plan each learning activity where the student's metacognition will work when he obeys the plan he made. In self-regulated learning there is motivation in which students really need the role of motivation from both a person and the environment. With the existence of self-regulated learning and contributed learning environment can improve and structured learning outcomes behavior in order to get good achievement.

**Keywords:** Self-Regulated Learning, Writing Performance

### **INTRODUCTION**

**N**owadays educational system is complicated and complex. Students are demanded to finish bunch of assignments from their school. Such as learning writing, writing is one of the most important component skills they have to master for student. It is important to master writing because the language proficiency of learners is often measured by their writing performance (Puspita, 2017). Therefore, providing writing class to the students is necessary. In the syllabus of UIN Alauddin Makassar students are provided writing class only three hours one meeting. However, it is not really helpful for the students. It is found that there are many students were still having difficulty to write clearly or express their ideas well when they write (Applebee, Langer & Mullis, 1986;). The competence to express ideas in written form requires effective writing skills in developing a topic to be

knowledgeable, sequencing ideas logically, expressing meaning incorrect diction, constructing sentences and using writing conventions.

Writing is claimed to play an important role in intellectual development and career preparation (Gere, 1985). According to Dyson (1995), writing is not merely an individual activity but a process that requires social interaction. Writing performance is one of the important things because in this step the results of the writing are completed into a story that can attract the readers. Writing performance is assessed based on the fulfillment of the descriptors referring to the criteria of proficient writers.

Student's writing performance is mostly indicated by the quality of the writing product, which focuses on its clarity, originality, and correctness Rahim et al. (2008). Excellent Expertise in English writing is crucial to enhance university students' writing performance, thus academic success. Regardless of its significance, many students consider English writing as difficult, challenging and frustrating because their writing is generally poor in terms of vocabulary, organization, content and the use of linguistic features (Liao and Wong, 2010).

As a result, one assignment would spend much attention. Consequently, student would forget the other assignment. So, student needs to have strategy to overcome that kind of thing above, one of the strategies that can be applied is Self-Regulated Learning for instance.

Self-Regulated Learning is the things that can be apply on students' life. Zimmerman (1989) defined that Self-Regulated Learning help students to manage and guide themselves in learning without any help from teachers or parents. By applying the Self-Regulated Learning, students are hoped to manage their own time and themselves, so that they could finish all the assignments that have given by the teacher. Student who does not apply Self-Regulated Learning on his/her life could cause the postponing for some of their assignments.

Zimmerman's model highlights the importance of motivation and strategies in self-regulated learning. They suggest that students' self-efficacy and their learning strategies play a crucial role in self-regulated learning. Furthermore, these four phases are closely related to each other. If students want to self-regulate their learning, they need both self-learning ability and motivation.

## **REVIEW OF LITERATURE**

### **Aspect of Self-Regulation Learning**

According to Zimmerman (1989 in Ghufroon, 2011) as describe previously self-management or self-regulation includes three aspects applied in learning, namely metacognitive, motivational, and behavioral. Those are:

#### ***Metacognitive***

Matlin (1983) says metacognition is an understanding and awareness of cognitive processes - or thoughts about thinking. Furthermore, he said that metacognition is an important process. This is because a person's knowledge about his cognition can guide him to organize or organize events that

will be faced and choose the appropriate strategy in order to improve his cognitive performance going forward. Flavell (1976) said that metacognition refers to one's knowledge of the cognition he possesses and the arrangement in that cognition. Schank (1997) states that knowledge about cognition includes planning, monitoring (monitoring), and improvement of performance or behavior. Zimmerman (in Maftuhah, 2012) adds that metacognitive points are self-regulated learning is the process of understanding the learning approach in the process of thinking by planning, setting goals, monitoring, organizing and evaluating learning activities.

### ***Motivation***

Devi and Ryan (1997) suggest that motivation is function of basic needs to control and relate to abilities that exist in each individual self. Also added by Zimmerman (1998 in Maftuhah, 2012) that this motivational advantage is that individuals have an interest in the tasks assigned and strive diligently in learning by choosing, arranging, and creating a preferred environment for learning.

### ***Behavior***

Behavior according to Zimmerman and Schank (1998) is individual efforts to organize themselves, select and utilize or create an environment that supports its activities. On this behavior Zimmerman (1998 in Maftuhah, 2012) says that individuals choose, compile, and create the environment social and physical balance to optimize top achievement activities carried out.

Based on the three aspects of self-regulated learning mentioned above, students' learning goal will be achieved maximally by applying all those three aspects for each learning process optimally.

### **Characteristics of Self-Regulated Learning**

According to Mukhid's ( in Maftuhah, 2012), there are some differences in characteristics of students who learn by self-regulating with those who do not apply self-regulation learning. Namely:

- 1) They are familiar with and know how to use a series of cognitive strategies (repetition, elaboration, and organization), which help them complete, change (transform), arrange(organize), expand (elaborate), and get back information (recover information);
- 2) They know how to plan, control and regulate their mental processes towards achieving goals personal (metacognition);
- 3) They show a set of motivational beliefs (motivational beliefs), such as feelings of academic self-efficacy, the use of learning goals, the development of positive emotions on tasks including excitement, satisfaction, and great enthusiasm;
- 4) They plan and control their time and effort use for tasks, and they know how to create and build a good learning environment, such as find suitable learning places, and search help (help seeking) from teacher or friend when they encounter difficulties;
- 5) For the expansion of the context given, they show efforts larger ones to take part in the control and arrangement of academic tasks, atmosphere and class structure, design class assignments, and work group organizations.

The characteristic of students' self-regulated learning is that they see themselves as agents of their own behavior, they believe in learning is a proactive process, they motivate themselves and use strategies that enable them to improve results desired academic.

### **How to use of Self-Regulation Learning**

Pintrinch (1995) claims Self-Regulation ability is teachable and schools may consider injecting Self-Regulated Learning into the curriculum. In order to develop students' self-regulation ability, teacher can help students to set learning goals. It is important to know for teacher that every student is different and the result of goals deciding also different.

The first step that teacher should do is teacher help students record their goals and the reasons for choosing their goals. The second step is to teach students how to decide the deadline for their goals according to the actual learning progress. The third step is to help students list the obstacles to achieving their learning goals, think about solutions and then make a strategic plan. The fourth step is to guide students to predict the outcome if they achieve their learning goals. The fifth step is to continuously encourage them to move towards their learning goals and give positive feedback on students' weaknesses. The last step is the teacher should assist students with self-assessment.

If teacher finds out that there is a student who reach their own goals that had been set up, teacher should assist the students to set themselves more challenging goals. Then if teacher finds out that there is a student who cannot reach their own goals, teacher should help student to adjust their strategies and encourage them to make efforts to realize their learning goals (Eric, 2011: 10).

### **Definition of Writing Performance**

Wening (2016), Writing Performance is one of skill in learning language acquired by an individual to write meaningful words or sentences grammatically correct and well organized without giving the teaching first. Angraini (2015), Writing should be mastered by students' universities especially in the English Department, because writing is a complex process that reflects the other skills, for example without reading we will find difficulties t to write. Kane (2000) mentions that there are three components in writing namely grammar, usage, and mechanics. Grammar means the rules which structure of the language. While usage is the way a writer designates the rules of less basic and binding sort, concerning how he/she should use the language in certain situations. Then, mechanics refers to the appearance of words to how they are spelled or arranged on paper. The rules gathered under the heading of mechanics attempt to make writing consistent and clear. Along with mechanics, it includes punctuation.

Meanwhile, Harris (1974) defines that there are some general components in writing process namely a) content: the substances of the writing; the idea expressed, b) form: the organization of the context, c) grammar: the employment of grammatical form and syntactic patterns, d) style: the choice of structure and lexical item to give a particular tone flavor to writing, and e) Mechanic: the use of the graphic convention of the language.

## **Aspects of Writing Performance**

### ***Grammar***

Coghill and Magendanz (2003) state, the grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. Grammar or commonly called the structure of words that was used to create a sentence, composed well and has a meaning.

### ***Main Idea***

Sam (2019) the main idea is the basic design of arrayed in mind, an idea or an idea/thought of a paragraph/underlying a paragraph. The main idea is usually located at the beginning of a sentence in a paragraph or sentence format as usual also called main. This is the main sentence that will be explained by the next sentences or commonly called also with explanatory sentence.

### ***Paragraph***

Arifin and Tasai (2006) said that Paragraph is a set of sentences that talk about an idea or topic. Sentences in a paragraph show the unity of the mind or have any relation in shaping an idea or topic. In other words, paragraphs are a combination of several sentences that form a board and a clear explanation of a main topic or idea.

## **METHOD**

This study is a qualitative study since the researcher attempts to explore the whole phenomenon related to Self-Regulated Learning in writing performance. The data of this research will be obtained by conducted questionnaire and interview. Furthermore, analyzed by interpreting the data from interview. According to Moleong (2017: 6) qualitative research is a study aimed at understanding the phenomenon of what happens by research subject such as behavioral, perceptual, motivational, action, etc. Holistically, and by way of description in the form words a language, in a special context that is natural and by utilizing various natural methods.

In addition, the steps on doing the qualitative research include how to collect, analyze, and interpret detail description on narrative and visual data. Relying on those theories, the researcher presents data found in complete description on what factors affecting the students' the role of self-regulated learning in writing performance.

### **Instruments**

The research instruments used by the researcher were questionnaire and interview. The data was obtained using both of these instruments by online form using Google Form and WhatsApp chat, since there was a publication of the government's circular letter regarding "Social Distancing" where everyone should stay at home and not to go anywhere due to the spread of Coronavirus Disease (Covid-19). Besides, the rector's at UIN Alauddin Makassar circular letter also emphasized the online use on each academic activity, including the process of conducting research for the final year students.

According to Mills and Gay (2016), questionnaire is a self-report questions in written form which

need to be answered by the research participants. Moreover, Sanjaya (2013) also asserted questionnaire is one of research instruments which contained lists of questions which need to be answered by the participants of the research based on the instruction. Here, the researcher used structured questionnaire as the researcher aimed to find out the information related to the self-regulated learning by students in writing performance.

Mills and Gay (2016) defined interview as a purposeful interaction to obtain information from a person who is going to be interviewed (interviewee). Here, the researcher applied structured interview with open-ended questions in the interview as this type of questions allowed the interviewee to respond and elaborate the questions, so the researcher could obtain deeper information related to the self-regulated learning by students in writing performance.

### **Procedures**

In collecting the data, the researcher firstly chose the participants or the sample of the research. Then, the researcher gave each of the participants a questionnaire via link which connected to Google Form. After the questionnaire was given, the researcher interviewed the participants via WhatsApp chat to obtain more information and to give a clear statement according to the answer from their questionnaire they have done. Finally, the researcher collected all the data both from the questionnaire and interview to be analyzed further.

### **Data Analysis**

According to Corder in Kaharuddin et al. (2018), analysis is the process in which covers the process of identifying, classifying, and explaining.

## **FINDINGS AND DISCUSSION**

### **Students Have Self-Regulated Learning**

Researchers distributed questionnaires to English Education Department classes 3 and 4 academic years 2018, with 32 students. From the results of the questionnaire that the researchers found, there were 10 students in the English Education Department who had the characteristics of Self-Regulated Learning. The dominant characteristic chosen by the student is "I plan a study schedule according to the priority scale; I plan every learning activity that must be done first so that the task load will be lighter. The questionnaire consisted of 30 statements with four different choices, i.e. strongly agree, agree, disagree, as well as strongly disagree.

### **The categorization of Students performs Self-Regulated Learning**

The questionnaire consisted of 30 statements with four different choices, i.e. strongly agree, agree, disagree, as well as strongly disagree. Further, the research findings from the questionnaire and interview will be shown completely below.

**Table 1. The Result of the Questionnaire and Interview**

No.	Aspects/category	Questions	Total number of students
1.	Metacognition	I plan a study schedule according to the	25 agree, 7 disagree

		priority scale	
2.	Metacognition	I am planning learning activities that must be done first so that the task load will be lighter	21 agree, 11 disagree
3.	Motivation	I have a target to be achieved in writing	18 agree, 14 disagree
4.	Metacognition	I studied diligently in order to get good grades in writing	19 agree, 13 disagree
5.	Motivation	I have high motivation to read books in order to broaden my horizons and make it easier for me to write	18 agree, 14 disagree
6.	Motivation	I learn to write diligently so that the quality of my writing learning improves	18 agree, 14 disagree
7.	Motivation	I see difficult writing assignments as obstacles in my learning process	10 agree, 22 disagree
8.	Behavior	I often go to the library to make it easier for me to write	9 agree, 23 disagree
9.	Metacognition	I often ask friends and lecturers for their opinions on the quality of my writing	14 agree, 18 disagree
10.	Motivation	I am used to writing personal experiences so that I will be easy to compose words	15 agree, 17 disagree
11.	Metacognition	I am indifferent in checking the quality of my writing	13 agree, 19 disagree
12.	Metacognition	I always write back the insights I got from books and explanations from the lecturers	16 agree, 16 disagree
13.	Metacognition	I often seek additional information while writing, so I am rich in information	11 agree, 21 disagree
14.	Metacognition	I always determine the duration of time for each point in the writing	10 agree, 22 disagree
15.	Metacognition	I am able to finish my writing on time	12 agree, 20 disagree
16.	Motivation	I used to get bored quickly when studying all night	18 agree, 14 disagree
17.	Behavior	I try to make learning to write an enjoyable process	14 agree, 18 disagree
18.	Metacognition	for me, the criticism from the lecturer was able to encourage me to continue learning	14 agree, 18 disagree
19.	Behavior	I actively participate in writing courses	17 agree, 15 disagree
20.	Behavior	I try hard to find additional literature if I have difficulty writing.	16 agree, 16 disagree
21.	Motivation	Praise from friends and lecturers for my writing can increase enthusiasm in writing	18 agree, 14 disagree
22.	Behavior	often do group work; practice my ability to develop ideas in writing	17 agree, 15 disagree
23.	Metacognition	spending time in a quiet place can increase the power to concentrate in writing	20 agree, 12 disagree

24.	Metacognition	Listening to music can relax me while writing	13 agree, 19 disagree
25.	Metacognition	I am indifferent to the use of learning strategies when writing	20 agree, 12 disagree
26.	Behavior	I always make outline before writing	21 agree, 11 disagree
27.	Behavior	I read scientific journals and dictionaries to help me choose words when writing	23 agree, 9 disagree
28.	Motivation	luck is one of the factors that help me to be successful in writing	16 agree, 16 disagree
29.	Motivation	I am afraid of being considered stupid by my friends so that I am embarrassed to ask the lecturer when I have difficulty writing	12 agree, 20 disagree
30.	Metacognition	for me studying in a crowded place has its own preoccupation as long as I can concentrate well in writing	12 agree, 20 disagree

### **Influence of Self-Regulated Learning in Students Writing Performance**

Findings of the interview stated that students who, by exercising self-control, planning in learning, evaluating them, and building a learning environment, can improve the quality of their learning, especially in terms of writing. As to the relationship between self-regulation and writing, self-regulation is thought to enhance writing performance in two ways. First, self-regulatory mechanisms, such as planning, monitoring, evaluating, and revising, provide building blocks or subroutines that can be assembled along with other subroutines, such as procedures for producing text, to form a program for effectively accomplishing the writing task (Scardamalia & Bereiter, 1985). The findings is also in line with some students said “about writing, in the first step I do is Prewriting and then I write what I arrange my writing form my list (brainstorming) means I control my writing performance” and “Yes, I can control my writing skills. For example, the more I read and practice the more my ability to write will certainly increase. Conversely, if I rarely read and rarely practice writing, then of course my writing skills will also decrease or disappear”. Second, the use of these mechanisms may act as change-inducing agents, leading to strategic adjustments in writing behavior (Zimmerman & Riesemberg, 1997).

Pintrich (2000) also argues that SRL may be regarded as proactive processes that students employ to acquire academic skill, such as setting goals, selecting and deploying strategies and self-monitoring one’s effectiveness, rather than as a reactive event that happens to students due to impersonal forces. The findings are also in line with some student said “When I write, I just try to follow the rules and structures that I get or I know, and I try to include all information needed. When I know about the topic well, I will write it more systematic and clearer because I know what I have to write, I don't need to take much time in looking for resources, trying to understand what need to be included, and also arranging my writing in a good manner. Everything will be easier if I am familiar with the topic”.

In self-regulated learning on motivation, some students said the effect of motivation was very influential in their independent learning process and that it could improve the quality of their learning,



The findings are also in line with some students said “I like to study on my own and when I have trouble looking for it by reading books. For environment it must be in a place where there are not many people; because I am the type of person if I am serious, I do not want to be disturbed, if a lot people it will interfere with my focus on studying.” Research on the effects of academic self-regulation and motivation on learning has also revealed significant links between the two constructs (Schunk, 2005). Students with more developed self-regulatory cognitive skills are more likely to be more academically motivated and as a result learn more than others (Pintrich, 2003).

Overall, the results of the research indicate that with continuous instruction and feedback, learners would be able to improve their ability to self-regulate for a writing performance and that increased strategy use would yield better engagement in writing, therefore as their linguistic knowledge improves, they will be better engaged in writing. However, the first emphasis should be on increasing learners' motivation and their beliefs that they can do better if they develop self-regulation skills.

Another addition when conducting research in the pandemic, there are several obstacles that are experienced such as subjects who are constrained in the network when contacted, but with the high contribution of students who have accustomed to having learning environment it can help motivate students to succeed in this research. And students who have a good learning environment can motivate their knowledge to receive learning in a pandemic atmosphere.

## **CONCLUSION**

Based on the results and discussion shows that the 32 students there are 10 students who have self-regulated learning and the experience Self-Regulated Learning can organize and control the learning schedule according to the priority scale and plan each learning activity where the student's metacognition will work when he obeys the plan he made. In self-regulated learning there is motivation in which students really need the role of motivation from both a person and the environment. With the existence of self-regulated learning and contribute learning environment can improve and structured learning outcomes behavior in order to get good achievement. The character of students is more dominant in choosing metacognition and behavior. Because between the two aspects, the behavior of students is more able to control themselves in their learning performance to be better. And metacognition teaches how the student's mental processes or thoughts work.

## **REFERENCES**

- Angelo, T.A., & Cross, K.P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.
- Anggraini, Riana. 2015. *The Correlation Between Students' Self – Efficacy and Writing Achievement at Second Semester of Students' English Department at STKIP PGRI West Sumatera*. Pdf
- Anita, Woolfolk. 2004. *Educational Psychology*. Boston: Pearson Educational. Pdf.
- Applebee, A.N, Langer & Mullis. *The Writing Report Card: Writing Achievement in American Schools*.

- Princeton, NJ. Educational Testing Service. 1986.
- Arifin, E. Z. dan S. Amran Tasai. 2009. *Cermat Berbahasa Indonesia untuk Perguruan Tinggi*. Jakarta: Akademika Pressindo.
- Ariyanti, Rinda Firiana and WidiSyahntia Pane. 2018. *Self-Regulated Learning in Writing of EFL Learners*. Indonesian Journal of English Language Teaching and Applied Linguistics.
- B.J. Zimmerman, "Developing Self-Fulfilling Cycles of Academic Regulation: An Analysis of Exemplary Instructional Model", in D.H. Schunk & B.J. Zimmerman (Ed.), *Self-regulated Learning: From Teaching to Self-Reflective Practice* (New York: Guilford, 1998), hlm. 1-19
- B.L. McCombs, "Self-regulated Learning and Academic Achievement: A Phenomenological View" in B.J. Zimmerman & D.H. Schunk (Ed.), *Self-Regulated Learning and Academic Achievement: Theory, Research, and Practice* (New York: Springer-Verlag, 1989). hlm.51-82.
- Bandura, "Social Cognitive Theory of Self-regulation" dalam *Organizational Behavior and Human Decision Processes*, (50, 1991), hlm. 248-287.
- Barry J Zimmerman and Timothy J Cleary. *Motives to Self-Regulate Learning a Social Cognitive Account*. 2009..
- Caroline Senecal and Richard Koestner. *Self-Regulation and Academic Procrastination*. Psychology Department McGill University Canada. 2010.
- Dyson, A. H. (1995). Writing children: Reinventing the development of childhood literacy. *Written Communication*, 12, 4-46. <http://dx.doi.org/10.1177/0741088395012001002>.
- Eric C. K. Cheng, *The Role of Self-regulated Learning in Enhancing Learning*
- Flavell, J. H. (1976). *Metacognitive aspects of problem solving*. In L. B. Resnick (Ed.), *The nature of intelligence* (pp. 231-235). Hillsdale, NJ: Lawrence Erlbaum.
- Gere, A. R. (Ed.). (1985). *Roots in the sawdust: Writing to learn across the disciplines*. Urbana, IL: National Council of Teachers of English. Pdf
- Gufron, M. N. & Risnawati, S. R. 2011. *Teori-Teori Psikologi*. Jogjakarta: Ar-Ruzz Media.
- Gunawan, Imam. *Metode Penelitian Kuantitatif*. [http://fip.um.ac.id/wp-content/uploads/2015/12/2\\_Metpen-Kuantitatif.pdf](http://fip.um.ac.id/wp-content/uploads/2015/12/2_Metpen-Kuantitatif.pdf). (online). 20 Mei 2018.
- Harris, D. P. 1974. *Testing English as a Second Language*. Tata McGraw-Hill Book Company: New York.
- Kaharuddin, A., Arafah, B., and Latif, I. *Discourse Analysis for English Language Teaching*. Germany: LAP LAMBERT, 2018.
- Kane, T. 2000. *Oxford Essential Guide to Writing*. Pdf book. Retrieved on Jan 18th 2016 from [www.statistik.tuwien.ac.at/.../Oxford%20Essential%20](http://www.statistik.tuwien.ac.at/.../Oxford%20Essential%20)
- L. Corno, "Volitional Aspects of Self- Regulated Learning" in Zimmerman and Schunk (Ed.), *Self-regulated Learning*, hlm. 191-225.
- Liao, M., & Wong, C. 2010. Effects of Dialogue Journals on L2 Students' Writing Fluency, Reflections, Anxiety, and Motivation. *Reflections on English Language Teaching*, 9 (2). 139-170. Pdf

- Lynne Hammann. *Self-Regulation in Academic Writing Tasks*. Mansfield University, USA. 2005.
- Maftuhah. (2012). *Self-Regulated Learning pada Siswa Tunanetra Berprestasi Tinggi*. Skripsi. IAIN Sunan Ampel Surabaya.
- Matlin, W.M. 1989. *Cognition Second Edition*. United States of America: The Dryden Press.
- Mills, G.E. and Gay, L.R. *Educational Research Competencies for Analysis and Applications*. England: Pearson, 2016.
- Moleong, Lexy J. (2017). *Metode Penelitian Kualitatif*, cetakan ke-36, Bandung: PT. Remaja Rosdakarya Offset.
- Nihal Goy. 2018. An action research on the development of self-regulated writing strategies of Turkish EFL students. *Eurasian Journal of Applied Linguistics*.
- Performance*. The Hong Kong Institute of Education, Hong Kong. 2011.
- Pintrich, et al. (1990). Motivational and Self-Regulated Learning Components of Classroom Academic Performance. *Journal of Educational Psychology*. 82 (1), hlm. 33-40.
- Pintrich, P. (2000). An achievement goal theory perspective on issue in motivation terminology, theory and research, contemporary *Educational Psychology*, 25(6), 92-104.
- Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95, 667-686.
- Pintrich, Paul R & Dale H. Schunk. 1996. *Motivation in Education, Theory, Research and Application*. Ohio: Prentice Hall.
- Rahim, P. R., Abdullah, S. & Ishak, N. R. 2008. Collaborative Writing Techniques as a Tool in Promoting Writing Skill to Tertiary Level Students. 6th Asia TEFL Globalizing Asia: The Role of ELT. Denpasar: Asia TEFL.
- Roy F. Baumeister and Kathleen D. Vohs. *Self-Regulation, Ego Depletion, and Motivation*. Florida State University University of Minnesota. 2014.
- Scardamalia, M., & Bereiter, C. (1985). Research on writing composition. In M. Wittrock (Ed.), *Handbook of research on teaching*, 3, 778-803. New York: Macmillan.
- Schunk, D. H. (2005). Self-regulated Learning: The educational Legacy of Paul R. Pintrich. *Educational Psychologist*, 40, 85-94.
- Schunk, D. H., & Zimmerman, B. J. 2007. Influencing children's self-efficacy and self-regulation of reading and writing through modeling. *Reading and Writing Quarterly*, 23, 7-25. Pdf
- Septa Aryanika. *The Correlation Between the Students' Writing Motivation and the Writing Ability*. IAIN Raden Intan Lampung. 2016.
- Strategies on Student Motivation*. Nanyang Technological University, Singapore. 2018.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung:

- Sugiyono. 2010. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta
- Sugiyono. 2017. *Metode Penelitian pendidikan "Pendekatan kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta.
- Wening, Puspita. 2016. *The Correlation between Students' Self-Efficacy and*
- Wolters, C., Pintrich, P. & Karabenick, S. (2005). Assessing academic self-regulated learning. In K. Moore & L. Lippman (Eds.), *What do children need to flourish?: Conceptualizing and measuring indicators of positive development*. New York, NY: Springer.
- Yin Ling Cheung. *The Effects of Writing Instructors' Motivational*
- Zimmerman, "Becoming a Self-Regulated Learner", hlm. 41. 1989.
- Zimmerman, B. J. (1989). Models of Self-Regulated Learning and Academic Achievement. In *Self-Regulated Learning and Academic Achievement*. New York: Springer.
- Zimmerman, B. J., & Risemberg, R. (1997). Becoming a self-regulated Journal of writer: A social cognitive perspective. *Contemporary Educational Psychology*, 22, 73-101.
- Zimmerman, B. J., Bandura, A., & Martinez-Pons., M. (1992). Self-motivation for Academic Attainment: The Role of Self-efficacy Beliefs and Personal Goal Setting. *American Educational Research Journal*, 29, 663-676.