

**STUDENTS' SELF-REGULATED LEARNING ON CREATIVE WRITING COURSE AT
ENGLISH EDUCATION STUDY PROGRAM SRIWIJAYA UNIVERSITY**

A THESIS BY

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**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

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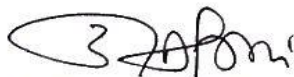
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DECLARATION

I, the undersigned

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Certify that the thesis entitled “ Students’ Self-Regulated Learning on Creative Writing Course at English Education Study Program Sriwijaya University” is my own work, and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by The Ministry of Education of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found plagiarized this work.

Indralaya, November 2023



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THESIS DEDICATION

I dedicate this thesis to myself, my beloved parents and family who always support and pray for me in the tough times, and encourage me to never give up.

MOTTO

You can do it as long as you believe and try it by yourself.

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In the name of Allah SWT, peace and salutation are always being given to our beloved Prophet Muhammad SAW. Alhamdulillah, the writer was able to finish this thesis entitled “Students’ Self-Regulated Learning on Creative Writing Course at English Education Study Program Sriwijaya University” as one of the requirements for Undergraduate Degree (S-1) at English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.

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Indralaya, 30 November 2023
The writer,

Meri

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**Students' Self-Regulated Learning on Creative Writing Course at English Education Study
Program Sriwijaya University**

ABSTRACT

This study investigated the students' self-regulated learning in creative writing course applied by the 5th semester students of English Education Study Program Sriwijaya University. The study used a quantitative method and involved 74 respondents. It used a questionnaire consisting of 60 items on a 5-Likert scale, which evaluated six aspects of self-regulated writing strategies as identified by Abadikhah, Aliyan, and Talebi (2018): performance, method, social environment, physical environment, time, and motive. The questionnaire conducted to collect the data related to the students' self-regulated learning employed by the students. The descriptive analysis showed that the respondents used the strategy of self-regulated writing (3.67), with the social environment dimension (3.93) as the highest dimension. The respondents, on the other hand, employed the time dimension (3.39), which was the least popular. The results also suggested that the students' poor time management may have resulted from their creation and adherence to a thorough timetable of their creative writing assignments. There was discussion about the study's implications.

Key words: self-regulated learning, creative writing

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Self-regulated learning (SRL) has become an essential factor in promoting learners' academic success. SRL is defined as the process of learners taking control of their own learning through a range of cognitive, metacognitive, and behavioral strategies (Zimmerman, 1990). These strategies include setting goals, planning, monitoring, and evaluating one's own learning progress (Mohammed, 2019). Studies have shown that students who engage in SRL practices tend to have better academic outcomes such as improved writing quality, increased motivation, and higher metacognitive awareness (Zimmerman, 2000).

Self-regulated learning (SRL) is an important factor in students' academic success (McVey, 2008). SRL involves the ability to manage one's own learning, including planning, monitoring, and evaluating one's own progress (B. Zimmerman, 1990). Creative writing courses provide an ideal context for studying SRL because they require students to engage in a variety of tasks and processes, including generating ideas, drafting, revising, and editing. The ability to self-regulate these tasks is essential for success in creative writing courses and in future writing endeavors.

Creative writing is a kind of artistic expression that involves the use of words and language to convey ideas, emotions, tales, and points of view. It is a very personal and imaginative process that allows writers to explore the limitless possibilities of language in order to create something unique and meaningful. Creative writing is defined as writing that presents ideas and thoughts in a unique way (Guanabara et al., n.d.). Language development is aided by creative writing at all levels, including grammar, vocabulary, phonology, and discourse (Tok & Kandemir, 2015). Creative writing is regarded as one of the most complex methods of conveying thoughts and ideas on paper (Brier & lia dwi jayanti, 2020). Creative writing encourages writers to go deeply into their imaginations, which are frequently linked with imaginary characters in an alternate universe (Tok & Kandemir, 2015).

A creative writing course is an educational program or class that is aimed to assist people develop and improve their creative writing talents. Creative writing courses are a specific area of

study that requires students to engage in a range of cognitive and metacognitive processes (Alshreif & Nicholes, 2017). Creative writing enhances learners' self-esteem, allows them to play with language, develops awareness, profoundly involves learners in the process, and is quite pleasurable, thus it is motivating (Senel, 2018). In these courses, students must generate ideas, draft, revise, and edit their writing. To accomplish these tasks effectively, students need to have a variety of SRL skills, such as goal setting, self-monitoring, and self-evaluation. However, research on how students self-regulate their learning in creative writing courses is still limited, particularly in the context of English Education Study Programs Faculty of Teacher Training and Education in Indonesia.

Sriwijaya University's English Education Study Program Faculty of Teacher Training and Education is a prominent institution in the field of English language education in Indonesia. It is known for its rigorous curriculum and commitment to producing high-quality English language teachers. The program includes a creative writing course, which is designed to help students develop their writing skills and explore their creativity. The course covers various genres, including poetry, fiction, and creative non-fiction.

Exploring how students self-regulate their learning in the creative writing course at English Education Study Program at Sriwijaya University is crucial for several reasons. First, it can provide insights into the specific self-regulated learning practices that Indonesian students engage in when learning to write creatively. Second, it can help educators in the English Education Study Program develop effective pedagogical strategies to support students' SRL and improve their writing performance. Finally, it can contribute to the broader understanding of SRL in higher education by examining the specific context of creative writing courses in Indonesia.

There are several studies that discussed about self-regulated learning and writing. Hapsari Dwi Kartika, Concilianus Laos Mbato and Anastasia Cendra, Khumrotun Nadlifah, and Shirin Abadikhah conducted research in the area of self-regulated learning but the focus are different. Kartika analyzed Self-Regulated Learning (SLR) upon the process of writing task. The outcome showed that the participant's writing abilities, including her ability to review her work and recollect prior knowledge, had improved (Kartika, 2015). Mbato and Cendra investigated how Indonesian EFL undergraduate students self-regulated their thesis writing process and to what

extent their self-regulation assisted them to seek help and regulate their motivation. In general, the students demonstrated a high level of self-regulation, assistance-seeking, and motivation-regulation, as indicated by the results. The findings suggested that self-regulation, assistance-seeking, and motivation-regulation were necessary for undergraduate students to complete their difficult thesis (Mbato & Cendra, 2019). Meanwhile Abadikhah investigated EFL university students' attitude towards self-regulated learning strategies in writing academic papers. The finding revealed that the participants were moderate in the use of self-regulatory approaches. (Abadikhah et al., 2018).

Nonetheless, past research has shown that SRW methods play an important role in academic writing. However, in the research of students' self-regulated learning in creative writing course uses the six dimension by Zimmerman (1898) had established Abadikhah, Aliyan, and Talebi (2018), but they were still limited. As a result, the current study will fill the gap by conducting research using a questionnaire adapted by Abadikhah, Aliyan, and Talebi (2018) from two research studies (Honeck, 2013; Magno, 2009) that includes the six dimensions of self-regulated learning strategy in writing: motive, method, time, physical environment, social environment, and performance dimensions. Two professional writers and three experienced EFL teachers participated in the prior study (Abadikhah, Aliyan, and Talebi, 2018).. Knowing how the students work on their creative writing along with their self-regulation is important. It will determine whether they are success or not on their work. Therefore, this study aims to explore how students in the English Education Study Program at Sriwijaya University engage in self-regulated learning practices in the creative writing course, and what factors influence their ability to self-regulate their learning. By examining students' self-regulated learning practices in this specific context, this study can contribute to a better understanding of SRL in higher education and inform the development of effective pedagogical strategies or creative writing instruction in Indonesia.

Despite the importance of SRL in creative writing courses, little research has been done on how students self-regulate their learning in this context. This study aims to fill this gap by exploring How do students' motivation, goals, and self-perceptions influence their self-regulated learning strategies in creative writing, and What are the specific self-regulated learning strategies that students use when engaged in creative writing tasks .

1.2 Research Questions

This study aims to answer the following research questions:

1. What are the level of SRL the students have in creative writing class?
2. What are the specific self-regulated learning strategies that students use when engaged in creative writing tasks?

1.3 The Objectives of the Study

This research aims to:

1. Find out the level of SRL the students have in creative writing class.
2. Find out the specific self-regulated learning strategies that students use when engaged in creative writing tasks.

1.4 Significance of the Study

This study has several potential contributions to the field of writing studies. First, it can provide insights into the specific self-regulated learning practices that students engage in when learning to write creatively. Second, it can identify the factors that influence students' ability to self-regulate their learning, which can inform the development of effective pedagogical strategies. Finally, this study can contribute to the broader understanding of SRL in higher education, by examining the specific context of creative writing courses.

First, it can provide insights into how students approach and engage in the learning process in a specific subject area in creative writing course. Understanding students' self-regulated learning strategies, such as their goal-setting, monitoring, and self-evaluation processes, can help educators design effective instructional strategies and interventions to support students' learning.

Second, the study can contribute to the literature on self-regulated learning in higher education, particularly in the context of writing instruction. By investigating the self-regulated learning practices of students in a creative writing course, the study can shed light on the factors that influence students' learning outcomes and how they can be enhanced.

Third, the findings of the study can inform the development of programs and interventions aimed at improving students' self-regulated learning skills. For example, the study may suggest the need for targeted instruction in self-regulated learning strategies for students in the creative writing course. This could involve providing students with explicit instruction on how to set goals, monitor their progress, and reflect on their learning.

Overall, the study of students' self-regulated learning in a creative writing course at the English Education Study Program of Sriwijaya University can have practical implications for educators, students, and researchers alike. It can provide a better understanding of the learning process, inform instructional practices, and contribute to the literature on self-regulated learning in higher education.

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