THE CORRELATION BETWEEN STUDENTS' SELF-REGULATION AND MOTIVATION-REGULATION IN WRITING THESIS AT ENGLISH EDUCATION STUDY PROGRAM SRIWIJAYA UNIVERSITY

A Thesis by

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SRIWIJAYA UNIVERSITY

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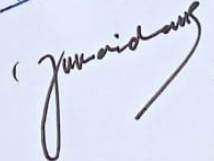
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Certify that thesis untitled "The Correlation Between Students' Self-Regulation and Motivation-Regulation in Writing Thesis at English Education Study Program, Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, 5th July 2022

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DEDICATION

This thesis is dedicated to my beloved family, My amazing parents, Subro Yunus and Juliatin. My younger sister, Zahwa Ramadhani Azzura who always support me, and My younger brother, Nuzulul Zayed who always be a mood booster with his chatter when I'm tired. Thank you for always prays for me, always supporting me both materially and immaterially and for encouraging me when I feel down. I am so grateful for the unconditional love you have given to me.

MOTTO :

"Everything will be okay in the end, if its not okay, its not the end."

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ABSTRACT

Writing a thesis requires English Foreign Language (EFL) students to organize themselves, especially in overcoming the difficulties they face and maintaining their motivation. Under the framework of quantitative study which applies correlation design, this present study aimed to investigate the correlation between student's self-regulation and motivation regulation in writing thesis at English Education Study Program students of Sriwijaya University. Participants (N= 90) were recruited from semesters eight, ten, and twelve. Self-Regulation Questionnaire (SRQ) and Academic Volutional Strategy Inventory (AVSI) were used to collect the data of students' self regulation and motivation regulation. The results showed that the students generally had a high level of self-regulation and motivation-regulation. Furthermore, it was revealed that self-regulation had a positive, significant, and moderate correlation with motivational regulation (r=0.587). The findings suggest that self-regulation and regulation of motivation are important for students to complete their challenging undergraduate thesis. Students who have good self-regulation skills are able to face challenges and maintain their motivation while writing an undergraduate thesis.

Keywords: *Self- Regulation, Motivation-Regulation, Thesis Writing, SRQ, AVSI.*

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CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, the problems of the study, the objectives of the study, and the significance of the study.

1.1 The Background of the Study

Writing is one of the most important aspects of language learning. It should be one of the priority skills to acquire by students, especially by EFL learners in Indonesia, for communicating in written forms. Writing could be delineated as a critical skill (Fajri et al., 2015). Writing requires a deep understanding of linguistics, thinking critically, and expressing ideas in writing. To create a kind of writing, students have to pass some stages. Prewriting, drafting, revising, editing, and publishing are five stages of writing (Faraj, 2015). Students also learn to explore deeper issues to produce more up-to-date writing (Mbato & Cendra, 2019). Furthermore, the ability to write is one of the keys to writing a better scientific paper; writing itself can be seen as an academic practice (Husin & Nurbayani, 2017).

But in any case, writing is considered one of the most challenging skills for students, especially for students of EFL. It is because students lack awareness in reading to get more knowledge and less experience in writing (Erlina et al., 2018). Not only those reasons, but there are also personal reasons such as lack of writing exercise, negative writing perception, underestimating writing, writing anxiety, and inadequate teaching of the writing process by their teachers or lecturers. Despite the problems noted above, an academic paper, specifically an "undergraduate thesis," is still one of the requirements for students seeking a bachelor's degree, particularly in Indonesia. Husin and Nurbayani (2017) stated that every student must write a final academic report. The statement is also stated in the government regulations by the Ministry of Education of Republic Indonesia Number 12, 2012 regarding higher education. This report contains a thesis as a form of research conducted by an undergraduate student following certain

standards and processes. These standards and procedures form the basis for every undergraduate student to fulfill one of the requirements to become a graduate in a particular field of study.

For learners majoring in English whose mother tongue are not English, the challenge is getting more extensive as it is a must-write in academic English. Many EFL students still struggle in writing English due to differences in cultural backgrounds and grammatical concepts between the students' mother tongue and English (Ariyanti, 2016). As a result, probably, their work does not 'sound' right in the appropriate English culture. Furthermore, EFL students must work hard to transfer meaning from Bahasa Indonesia to the English context in order for the final result to be understandable and make sense when read by others, primarily native speakers (Ariyanti, 2016). Moreover, Husin and Nurbayani (2017) found many EFL students are still unable to express themselves in good academic writing. Students struggle with language style, grammar, vocabulary, and spelling when writing English argumentative discourse, as well as challenges generating ideas, building paragraphs, and applying the writing scientific paper approach. The latter occurs more frequently in the case of drafting proposals and research papers. All these challenges and students' inability to deal with them will cause them to become stressed and lose motivation in their writing process. Essel and Owusu (2017) mentioned that students get frustrated, unable to focus and think clearly, and end up messing things up, then finally, they do not finish their writing and fail.

Given the difficulties, students must develop self-control to complete their undergraduate thesis on time. Self-regulation is a process and learning that teaches individuals to organize themselves, including regulating or controlling their thinking, emotions, and actions to achieve certain educational goals. Ariyanti et al., (2018) point out that self-regulated learning refers to the approach by which students push themselves to take charge in developing their comprehension of knowledge by conducting their own way of learning, which in this study is writing an undergraduate thesis. Students' self-regulation can increase their motivation in writing the thesis because students have personal responsibility for their thesis.

The idea of self-regulation has been extensively researched worldwide (e.g.,Wagener, 2018; Mbato & Cendra, 2019; Ariyanti et al., 2018). In particular, self-regulation has enhanced students' accomplishment in academic writing (Ariyanti et al., 2018; Bastien Wagener, 2018; de Salvador de Arana, 2018). A mixed-methods study conducted by Mbato and Cendra (2019) concluded that students have high self-regulation, help-seeking, and motivational regulation. It is vital that students complete their difficult undergraduate thesis. Another study conducted by Ariyanti et al., (2018) showed that students could motivate themselves to learn to write, engage the class, and be willing to rehearse, elaborate, and organize the lesson material. Additionally, students demonstrated improved self-regulation, causing them to exert greater effort to learn writing and achieve greater success. It can be considered that students demonstrated good self-regulation in their writing. All the results of these studies declare that students who have good self-regulation tend to have better academic progress than students who do not. Good self-regulation skills also indicate good emotional regulation as well. Students tend not to be easily sad, angry, anxious, or resentful when faced with difficulties. The emotional regulation possessed makes students able to monitor and evaluate the activities carried out. Students even set punishments for themselves when they did not carry out learning activities as planned.

Furthermore, students must be able to sustain their motivation in order to complete their thesis successfully. Regulatory motivation, the reason for doing something, and determining the time spent and how much hard work is required to achieve the goal are necessary for unfinished thesis writing performance. Students who are motivated will persist in writing even though they have difficulty or are under pressure. Motivation is a kind of individual mover, an impulse that arises within, generates motives, and moves someone or oneself to do something in achieving goals. Motivation is characterized by the emergence of feelings, and one's affection, and then motivation will be stimulated because of a goal. Diasti and Mbato (2020) explain that motivation regulation is vital in a thesis writing course. Motivation-regulation is believed to help the students maintain and increase their motivation to write their thesis. Motivation is an essential issue that

experts have discussed for a long time. Jaya (2016) identified motivation as one of the factors influencing task success. Academic motivation is necessary to help someone take action toward their goals. In this case, it is the completion of the thesis.

Because EFL students have different self-regulation abilities and motivation-regulation in their performance, this study investigated the self-regulation and motivation-regulation in writing thesis of the English Education Study Program students, at Sriwijaya University. Also, to find out whether or not there is a significant correlation between students' self-regulation and motivation-regulation during their thesis writing. In some previous related studies conducted by several researchers. The previous related study concerning "seeking help" was conducted by Mbato and Cendra (2019) with the title "Efl undergraduate students' self-regulation in thesis writing: help-seeking and motivation-regulation" revealed that the crucial components for a successful undergraduate thesis are self-regulation, help-seeking, and motivation, it is critical that students implement self-regulation strategies, i.e., how they seek help when they need it and keep their enthusiasm to succeed in undergraduate thesis writing, an academic task fraught with difficulties, particularly in EFL learning environments. According to Mbato and Cendra (2019), despite the fact that self-regulation and motivation regulation have become popular research areas, only a few empirical research have looked into how they are employed in thesis writing, particularly in Eastern learning contexts such as Indonesia. Moreover, within the scope of the English Language Education Program at the University of Sriwijaya itself in the last five years, there has been no research on self-regulation in writing an undergraduate thesis.

Therefore, the writer is interested in conducting a research entitled "The Correlation between Student's Self-Regulation and Motivation-Regulation in Writing Thesis at English Education Study Program, Sriwijaya University."

1.2 The Problem of the Study

The Problem of the study is formulated into the following question **:**

1. Is there any significant correlation between students' self-regulation and motivation-regulation in writing thesis?

1.3 The Objective of the Study

Based on the problem of the study above, the objective of this study is :

1. To find out whether there is any significant correlation between students' self-regulation and motivation-regulation in writing thesis.

1.4 The Significance of the Study

This study is expected to be beneficial for :

1. Students

The findings of this research are meant to raise student awareness of the need of "self-regulation" in learning, especially when writing academic writing. When they start to realize it, they will be able to develop their ability to control, organize, plan, direct, monitor behavior, use specific strategies and involve physical, cognitive, motivational, emotional, and social elements to achieve certain goals and get good academic performance.

2. Teachers/Lecturers

This research aims to assist teachers and lecturers in becoming facilitators and improving students' self-regulation skills because it is helpful for students to develop themselves and achieve their goals.

3. Future Researcher.

This research is designed to be a useful resource for any research on self-regulation and motivation in the context of EFL learning or other education fields.

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