

**THE ANALYSIS OF STUDENTS' SELF-REGULATION IN THREE
TYPES OF ONLINE INTERACTION: A STUDY AT AN INDONESIAN
ENGLISH EDUCATION STUDY PROGRAM**

A Thesis by:

Veronica

Student Number: 06011381722067

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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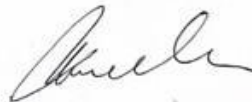
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SRIWIJAYA UNIVERSITY
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Study at an Indonesian English Education Study Program**

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DECLARATION

I, the undersigned,

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Certify that thesis entitled “The Analysis of Students’ Self-regulation in Three Types of Online Interactions: A Study at Indonesian English Education Study Program” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by 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.

Palembang, July 2022

The Undersigned,


Veronica

06011381722067

DEDICATIONS

I sincerely dedicated this thesis to:

My Almighty God, Allah SWT who given me strength, health, and spirit to finish this thesis.

I also would like to say thanks to my beloved family who always support me in any condition, especially for my mother, father, sister, and brother, thanks for all the prays for me.

Last, most thankful to myself who already survive in finishing this thesis.

“So, surely with hardship comes ease” (Quran 94:5)

Motto: “Work Hard and Never Give Up, Always Believe in God’s Destiny”

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Palembang, 23 April 2022

The writer,



VERONICA

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THE ANALYSIS OF STUDENTS' SELF-REGULATION IN THREE TYPES OF ONLINE INTERACTION: A STUDY AT AN INDONESIAN ENGLISH EDUCATION STUDY PROGRAM

ABSTRACT

This objective of this study was to investigate the English Education students' self-regulation in three types of online interaction in this Covid-19 pandemic. Applying the quantitative research design, this present study had 228 students of the 1st, the 3rd, the 5th, and the 7th semester of the English Education Study Program Students of Sriwijaya University as the participants. The data were collected by using the Online Self-Regulation Questionnaire (OSRQ) and analyzed statistically. For the data analysis the writer used descriptive statistics analysis to get the mean and standard of deviation. To answer the second research question, One-Way Analysis of Variance or One-Way ANOVA was applied to see whether or not the students' responses were significantly different in terms of the semester. Finally, it was found that there was a significant difference in terms of the interaction between the student and the content, specifically between the 1st and 7th semester students.

Keywords: *Self-Regulated Learning, Online Learning.*

CHAPTER I INTRODUCTION

1.1 Background of the study

At this present time, the whole world is facing the Covid-19 pandemic that has affected many aspects of people's lives, including in the field of education. The Covid-19 pandemic has required the governments of the affected countries to make certain regulations to prevent the spread of the virus by implementing quarantine or a lockdown policy that limiting people's interaction. In educational field, for example, there has been as shift from having face-to-face activities at schools to learning from home or known as online learning. In Indonesia, this has been the concern of the Ministry of Education that it publishes a Decree Number 4/2020 about the educational policies in the phase of the Covid-19 pandemic. Trough presidential decree number 7 Year 2020 about the task force for acceleration of coagulation Covid-19 and minister of empowerment of the state civil apparatus decree number 34 Year 2020 which change to circulars the Decree Number 19 Year 2020. This decree contains the instruction to work from home especially in education activities.

As previously mentioned, the outbreak of Covid-19 pandemic has affected the field of education by shifting the face-to-face classroom activities to virtual meetings through online learning. The pandemic has forced the educators and students do the learning activities through the online system. Online learning is the best way in this situation to make teaching and learning activities are still running. Online learning systems are web-based software for distributing, tracking, and managing courses over the Internet. It involves the implementation of advancements in technology to direct, design and deliver the learning content, and to facilitate two-way communication between students and educators (Gilbert, 2015).

Since online learning takes place across distance, this means the interaction between teachers and students mainly takes place through the online learning platform they use. Similarly, the lecturers and the students of the English Education Study Program within Faculty of Teacher Training and Education of Sriwijaya University have the university online learning platform as the means of conducting their learning activities. For example, the lecturers post their teaching materials and the assignments for the students in the University e-learning platform. The students' presentations (individual and group) are also conducted via Big Blue Button, the web cam feature within the e-learning system. In shorts, the e-learning platform serves as the virtual room where the lecturers and the students meet.

It is important to note that the kinds of learning activities taking place within the e-learning platform require the students to be able to manage their own learning. For example,

they have to ensure that they update themselves with the information that their lecturers share in the e-learning and do what the lecturers request them to do. In other words, in online learning, the students are required to be able to monitor their own learning progress. This is what the scholars refer to self-regulation of learning.

Self-regulated learning emphasizes the importance of personal responsibility and control knowledge and skills in learning activities (Zimmerman, 1990). Self-regulation in learning also brings students to become master in their own learning activities (Zimmerman & Schunk, 1989). According to Wolters (2016), self-regulation of learning is an active and beneficial process of students in setting goals for their learning process and trying to monitor, regulate, and control their cognition, motivation, and behavior, all of which are then directed and encouraged by objectives and prioritizing the context. In addition, Montalvo (2016) explains self-regulation of learning as how to plan students' self-motivated, they know their possibilities and limitations, and as this knowledge functions, controls, and processes regulate learning to integrate or combine objective tasks and their context to optimize performance and improve skills through practice. That is why the student with self-regulated learning as their learning strategy can more control themselves in learning activities to achieve their goals in learning (Zimmerman, 2000). Students with high self-regulation of learning will plan to achieve the goals that have been set (Schunk, 2005).

Basically, when students are joining an online learning activity, they are required to manage and monitor the interactions between them and their teachers, their peers, and their learning materials. In other words, they should be able to self-regulate their own learning. According to Moore (1989), interactions between students and content, between students and teachers, and between students and students are the three types of interaction taking place in teaching and learning activities. The absence of interaction between students and contents means that there cannot be education since the underlying of intellectual interaction with content which produces changes in students' understanding, their point of view, and cognitive structures of their mind (Moore, 1989). The interaction between students and teachers is considered by Moore (1989) as the most essential and is desirable by many teachers. Moore (1989) also points out the interaction between students and students which may take the form of inter-student interaction, between one student and other students, individual or in group settings, with or without the real-time presence of a teacher.

It is described in the fourth paragraph that at Sriwijaya University the conduct of teaching and learning has shifted from face-to-face classroom interaction to online learning as the impact of the outbreak of the Covid-19 pandemic. In relation to this and Moore's opinion (1989) on the three kinds of interactions taking place in teaching and learning activities, this

present study examined the self-regulation in three types of online interaction of the students of the English Education Study Program within Faculty of Teacher Training and Education of Sriwijaya University. The students of Sriwijaya University have been doing the online learning since March of 2019 due to the Covid-19 pandemic. Therefore, this present study was worth doing since it provided a picture on the students' effort in order to manage their online learning, especially on their interactions with the contents, their lecturers, and their peers.

1.2 Research Questions

1. What were the descriptions of self-regulation of the English Education Study Program students in their interactions with the contents, their lecturers, and their peers?
2. Were there any significant differences in the students' three types of online interaction in terms of gender and semester?

1.3 Objectives of the Study

1. To get the descriptions of self-regulation of the English Education Study Program students in their interactions with the contents, their lecturers, and their peers.
2. To know whether or not there were any significant differences in the students' three types of online interaction in terms of gender and semester.

1.4 The Significance of the Study

The outbreak of Covid-19 pandemic has given significant impact to people around the world. The educational field is one of the areas that has been impacted by the pandemic that face-to-face classroom interactions has been shifted to the online learning mode. The students of Sriwijaya University have been doing this online learning since the outbreak of the Covid-19 pandemic in the mid of 2019. Therefore, gaining the information about how the students of the English Education Study Program of Faculty of Teacher Training and Education within Sriwijaya University have managed to do their online learning during this pandemic era is very worth doing. The findings of this present study not only can provide a better picture of how the students regulated their own learning, but also what the lecturers and the institution can do to improve the conduct of the online learning activities, especially at the English Education Study Program of Faculty of Teacher Training and Education within Sriwijaya University.

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