



Implementation of Self-Regulated Learning Model In Learning English Writing

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ABSTRACT

This Academic article discusses the implementation of self-regulated learning model in English Writing learning, especially on enriching writing skill. The discussion of this article uses many points of views of self-regulated model learners, such as Albert Bandura, Barry Zimmerman, Ananaita Bramuci, Popa Daniela and Ernesto Panadero. According to the authors' interpretation, the discussion shows several results. (1) English writing skills require serious effort and practice in formulating, developing and analyzing ideas, especially for second / foreign language learners. (2) The understanding of English language grammar and vocabulary is indispensable for second / foreign language learners. (3) The self-regulated learning model can increase the learning motivation because this model encourages students to acquire knowledge and skills on their own voluntarily; and (4) learners who have high self-regulated learning, will have good learning outcomes as well.

INTRODUCTION

Language learning requires an appropriate and effective strategy. A teacher should know and understand strategies in language learning to develop teaching skills and also develop learner skills (Georgescu and Cristina, 2012: 5004). With these strategies, it is hoped that the goal of language learning can be achieved. As is known the purpose of learning English is to develop language skills, both orally and in writing. In addition, the identification of teacher's style or model of learning by teachers is very important because it can help students easier in following the learning process. This can contribute to the well development of students' abilities (Yamat and Farinaz, 2010: 225). Therefore, in addition to the ability of teachers to teach is also required appropriate learning model in developing students' writing skills in English. According to Gagne, cited by Gredler (2011: 219) that an important process in achieving the objectives of learning is to identify the internal situation and the learners. Woolfook (2009: 219) suggests that the factor of the inner self is self-efficacy, i.e. one's belief in the ability of self to face and solve problems effectively. Learners who have a high self-efficacy can face challenges in following the lecture; do not feel hesitant because He has a full confidence with his ability. Achieve the desired learning objectives in learning writing, then one of the appropriate learning model and suitable to meet these demands is self-regulated learning model. Powers (2017: 14) states that in learning, one of the most important things to understand is how self-regulated learning occurs during the learning process. According to Powers (2017: 14) that self-regulated learning is a meaningful learning derived from learners who actively participate in the learning. This learning model can increase students' self-confidence, interest, and motivation. Therefore, the self-regulated learning model allows to be applied in the learning process.

Based on the description above, this paper will discuss the English Writing Learning and the relationship between the implementation of self-regulated learning model and English language ability, especially on the development of English writing ability.

METHOD

This study used literature review method which collect some resources from books, articles and scientific journals. This research provides information linked in Self Regulated learning

Model for giving to the reader about basic knowledge to the topic.

RESULTS AND DISCUSSIONS

This section is divided into two discussions, e.g. learning to write in English and the relationship of application of self-regulated learning model and the development of writing ability. The two subjects are described as follows.

A. English Language Learning

Zahed-Babylon and Mahdi (2010: 1170) suggest that language learning styles and strategies appear to be the most important variables in influencing the development of second language learner abilities. Learning to write in English requires a proper learning model, while taking into account the characteristics of the learner. Chand (2014: 513) adds that academic writing requires serious effort and practice in composing, developing, and analyzing ideas. This will work smoothly if supported by appropriate strategies, techniques, and writing skills. In order to write well and fluently, students must have sufficient experience of what is written and knowledge of the language foundation (La Abo, 2016: 5). The exercises need to be gradually done from the easiest to the hardest, and so on. In addition, to write in English, need to know and learn first about the English grammar and vocabulary. Next, the students need to do various processes in writing, like choosing topics, brainstorming, outline, drafting, review, revising, editing, and so on.

Thing that also very important to develop the students' skills in writing is good role of teachers / lecturers. Teachers / lecturers should be able to demonstrate important aspects of writing, such as related to the type of writing and how to compose a good sentence, and arrange paragraphs into a good writing. Teachers / lecturers must also always motivate students to enjoy writing activities. In addition, support from teachers / lecturers on student activities is also very necessary. In fact, teachers / lecturers should always respond well to the writing activities of students, provide feedback, provide evaluation, and others. To help it, teachers / lecturers should be able to determine the right topic.

The exact topic is certainly something that is suitable for students, interesting, and not difficult, especially related to getting references in writing. The role of teacher / lecturer is very meaningful to produce useful writing. West (2008: 121-127) introduces the process of writing. First, start writing by making skeleton outline. The skeleton outline or The framework chart contains the issues that become writing reference. Second, the skeleton outline need to be revised back so that nothing would be missed. Third, start drafting. Fourth review of the draft. Fifth, reorganize according to the review of the draft. Sixth, make the final writing in accordance with the repair errors ranging from big mistakes to small errors. In making paragraphs, it must meet the unity and coherent conditions. Unity means focusing only on one main idea. Between one sentence with the other, supporting each other in explaining a central idea. The concept of coherence implies that between paragraphs one to another should be arranged sequentially (not jumping ideas) with one idea/topic. The cohesion aspect also becomes an important part of writing. To create the cohesion aspect, it is worth noting the following two things: pronouns and word repetition.

B. The Relationship of the Self Regulated Learning Model Application and Development of Writing Ability

It is as revealed by Powers (2017: 14) that self-regulated learning is viewed through social cognitive constructing learning theory developed by Albert Bandura and others in the 1960s and 1970s. According to this view, one of the objectives of learning is to free students from their need for teachers, so that they can continue to study independently throughout their lives. According to Zumbunn, et al. (2011: 4) self-regulated learning is a process that helps students to manage themselves, thoughts, behaviors, and emotions to successfully drive their learning experiences. Bramuci (2013: 17) emphasizes that self regulated learning is able to assist teaching in identifying appropriate developmental methods from both the plan point of view and the learning process.

Self-regulated learning includes aspects of cognitive, metacognitive, attitudes, motivation, affective in learning (Panadero, 2017: 1). Therefore, this model is very important in the learning process, including in learning to write English. High self-regulation will have a high learning motivation. Students with high self-regulation are always aware of their development. Students' learning outcomes will increase if they have good self-regulation, such as being aware of learning goals, controlling and organizing themselves always to learn, follow the rules, and organize learning plans well (Daniela, 2015: 2552). People who do self-regulated learning are referred to as self-regulated learner or self-regulated learners. One of the goals of learning is to prepare students to be able to learn for life. Departing from this perspective, pioneering and developers of the self-regulated learning model provide the concept in the model, i.e. students must have a combination of knowledge, motivation to learn, and willingness to learn independently and effectively. Therefore, to be a self-regulated learner, there are three factors that must be understood and owned, namely knowledge, motivation, and self-discipline (Bramuci, 2013: 131). Students need knowledge of themselves, their subjects, their duties, the learning strategies, and the learning contexts they will apply. Students also need to be motivated to learn. They find many tasks in school interesting because they value learning, not just work well in the eyes of others. In addition to knowledge and motivation, students also need volition or self-discipline. Powers (2017: 50) asserts that in self-regulated learning, educators must make students pro-active in learning. Students should be given many opportunities, beliefs, freedoms, and choices in the learning process. This can lead independent learners, so they are not always dependent on the teacher. They can learn on their own wherever they like, like at home, at school, and can also learn at any time. The students learn according to their own will and do not need to be forced or should always be controlled. Nevertheless, the existence of the teacher remains very important and necessary. Ferreira and Ana Malgarida (2012: 2) say that the role of teachers is very important in generating self-regulation of students or developing a strategy in self-regulated learning because of systematic interaction and mutual need between students and skill models, as well as between students and teachers.

At the stage of analyzing assignments, learners examine whatever information they deem relevant to construct an understanding of what their tasks are, what resources they should have, and how they feel about the tasks they will be doing. In relation to the second stage, setting goals and designing plans, learners should know the purpose of the lesson, how to achieve that goal, and what consequences accompany the outcome. In achieving that goal, consider the steps to complete the task, what learning skills are needed, and pay attention to the task with similar things that have been done before. In the third stage, applying tactics and strategies to accomplish the tasks are several things to note, such as retrieving previously existing knowledge in memory, examining existing information, applying cognitive operations, monitoring products, and managing cognitive loads. The last stage is regulating learning. At this stage, the learner decides whether changes need to be made at any earlier stage. For example, if the learning is slow, then whether it takes a friend to learn or need to make improvements to the activities at each stage before.

The stages of self-regulated learning require consistency to be applied properly. Consistency is very necessary so that the learning model can provide maximum benefits. In fact, to make learning more interesting and useful, this model can be developed and improved.

CONCLUSION AND SUGGESTION

Based on previous exposures, it can be concluded as follows. English writing skills require serious effort and practice in compiling, developing, and analyzing ideas. This will work smoothly if supported by appropriate strategies, techniques, and writing skills. In addition, the learner should have sufficient experience of what is written and knowledge of the science/foundation of the language. In learning English writing skills, it is necessary to know and learn first about the English grammar and vocabulary. Next do various processes in writing, like choosing topics, brainstorming, outline, drafting, review, revising, editing, and so on. The self-regulated learning model can enhance the motivation of learning because this model encourages students to acquire knowledge and skills on their own voluntarily. Therefore, the role of teacher/mentor is very important. The implementation of self-regulated learning has a positive relationship with the development of English writing ability. Students who have good self-regulated learning tend to develop their English writing skills smoothly

and well. In other words, students who have high self-regulated learning will have good learning results as well. In addition, students with self-regulation at a high level will have good control in achieving their academic goals. In fact, self-regulated learning will help learners always to be able to learn calmly, comfortably, seriously, and without ever getting bored. Learning becomes a necessity that is always necessary wherever and whenever.

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