

The Use of Self-Regulated Learning Strategies by Good Learners of English Department Students in English Language Learning

Rizka Irsyadella

English Department, Language and Arts Faculty, Universitas Negeri Surabaya
rizkairsyadella@mhs.unesa.ac.id

Abstrak

Untuk menjadi pembelajar Bahasa Inggris yang sukses, siswa pembelajar Bahasa Inggris sebagai bahasa asing (EFL) perlu menetapkan tujuan belajar, menemukan cara belajar yang tepat, serta mengontrol proses belajar mereka. Di tingkat universitas, menjadi pelajar mandiri sangat diperlukan karena mereka harus bertanggung jawab atas pembelajaran mereka sendiri. Karena para siswa perlu mempertahankan kompetensi mereka dan bertanggung jawab untuk pembelajaran mereka sendiri, penting bagi mereka untuk menjadi siswa yang mempunyai regulasi diri. Oleh karena itu, melibatkan strategi mereka dalam pembelajaran Bahasa Inggris mereka sendiri, dan mengevaluasi keterampilan berbahasa Inggris mereka di akhir latihan dapat membantu mengembangkan kemampuan Bahasa Inggris mereka. Penelitian ini bertujuan untuk mengeksplorasi penggunaan strategi pembelajaran regulasi diri (SRL) yang digunakan oleh pembelajar bahasa yang baik, serta bagaimana mereka mempelajari strategi SRL dalam meningkatkan keterampilan Bahasa Inggris mereka. Penelitian ini dilakukan secara kualitatif kepada lima mahasiswa. Analisis data yang dikumpulkan dari wawancara dan jurnal reflektif menunjukkan bahwa, pertama, pembelajar yang baik menggunakan berbagai strategi SRL dalam empat dimensi; kognitif, motivasi, sosial, dan afektif, dan kedua, pembelajar yang baik mempelajari strategi SRL mereka secara mandiri, dari teman sebaya, dan juga guru. Implikasi dari temuan ini didiskusikan bersama dengan saran dan penelitian lebih lanjut.

Kata kunci: Strategi Pembelajaran Regulasi Diri (SRL), Strategi Pembelajaran Bahasa (LLS), Bahasa Inggris sebagai Bahasa Asing (EFL).

Abstract

In order to be successful second language learners, EFL students need to establish goals, find appropriate ways of learning, and control their learning processes. At the university level, becoming an independent learner is required because a student needs to take responsibility for his or her own learning. Since the students need to maintain their competency and are responsible for their learning, it is essential for them to be self-regulated learners. Therefore, involving their strategy in their language learning and evaluating their skill at the end of the practice can help foster their English ability. This research aims to explore the use of self-regulated learning (SRL) strategies applied by good language learners and how they learn SRL strategies in enhancing their English skills. This research was conducted qualitatively to five undergraduate participants. The analysis of the data gathered from interviews and reflective journals showed that, first, the good learners employed a range of SRL strategies in four dimensions; cognitive, motivational, social, and affective, and second, the good learners learned their SRL strategies by themselves, and also from peers and instructors. The implications of these findings are discussed together with suggestions and further research.

Keywords: *Self-Regulated Learning Strategies, Language Learning Strategies, English as a Foreign Language*

INTRODUCTION

The main goal of language teaching and learning process is to enable learners to use the target language and to develop communicative competence. In order to be successful second language learners and go through the learning complex process, the students need to establish goals, find appropriate ways of learning, and control their learning processes. They also set a different language learning techniques in acquiring a language. Involving their strategy in their language learning and

evaluating their skills at the end of the practice can help foster their English ability. Scholars agree that the effective use of strategies leads to self-directed involvement and can enhance performance in language learning (Cohen, 2007). Scholars in this area, thus, widely agreed on the theoretical implications of learning strategy research provided for second language education.

At the university level, becoming an independent learner is required because a student needs to take responsibility for his or her own learning. In other words, students need to become more self-directed and to make

the decision towards strategies that work best for their learning. Therefore, in mastering English skills, individuals need to take active control of their learning processes. In this process, students keep track of their behavior towards their target and self-reflect on their progress (Zimmerman, 2002). Moreover, since students need to maintain their competency and are responsible for their own learning, it is possible for them to be self-regulated learners (Nilson and Zimmerman, 2013).

Over the past thirty years, the concept of language learning strategies has become crucial to the study of foreign language. Like the vast number of definition, a large number of classifications have also evolved. It was widely accepted that there were six-category strategy of direct (memory, cognitive, and compensation) and indirect strategies (metacognitive, affective, and social) in the Oxford model of classification (1990). However, the LLSs' definitions, categorizations, interpretations, and measurement tools have recently been questioned (Dörnyei, 2005; Woodrow, 2005; Tseng et al., 2006). Some researchers (e.g. Dörnyei, 2005; Tseng et al., 2006) have argued that the diverse conceptualization of language learning strategy is not clearly defined. In regard to Oxford classification of strategies, Dörnyei (2005) claimed that compensatory strategies are more appropriate to language use than language learning. Further, he argued that mnemonic strategies in Oxford's taxonomy (1990) 'constitute a subclass of cognitive strategies' (p.168). For this reason, the original concept of LLS was retheorized and its strategy classification was restructured based on SRL theory (Oxford, 2011).

In 2005, Dörnyei proposed a new theory of strategic language learning based on the self-regulation psychological framework. This is the direction many researchers in the field of strategic language learning are moving in, and develop models of self-regulated strategic learning (e.g. Lin & Oxford, 2009; Weinstein, 2009; Rose, 2011; Oxford, 2011, 2017). Pintrich (1995) was the first scholar to define 'self-regulatory learning' as an active and productive process. In this learning process, learners can create learning goals, and manage their behaviors to accomplish their goals. In this context, the learners should not only carry out the task effectively and manage themselves, but also engage with their learning. Moreover, six models of SRL have been collected and reviewed by Panadero (2017). Most SRL models incorporate several dimensions as well as variables e.g. self-efficacy, self-efficiency, learner's beliefs, metacognitive-cognitive strategies, and motivational-emotional factors.

The definition of self-regulated learning involves the three elements, namely regulating behavior, emotion, and motivation. Therefore, Oxford (2011) introduced

Strategic Self-Regulation (S2R) Model, and suggested using the new term *meta strategies* to include all the important elements, namely metacognitive, metaaffective, metasocial, and metamotivational strategies to guide the use of cognitive, affective, social, and motivational strategies respectively (Oxford, 2017).

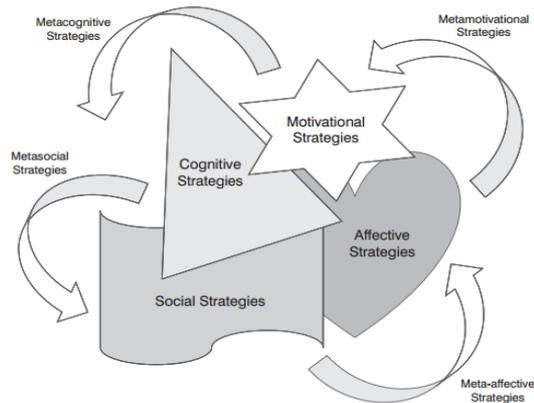


Figure 1 Meta-strategies as the Overarching Guides (Oxford's Model)

Oxford believed that four types of *meta strategies* exist. The main roles of meta strategies are 1) paying attention, 2) planning, 3) organizing learning-obtaining resources, and 4) monitoring-evaluating. Furthermore, O'Malley and Chamot (1990) and Oxford (1990, 2011) explained that *meta-cognitive strategies* in meta strategies facilitate the learner to plan and control cognitive strategy, *meta-affective strategies* enable the learner to control and monitor the affective strategy, *meta-social strategies* help the learner to control sociocultural-interactive strategy, and *meta-motivational strategies* facilitate the learner to control motivational strategy. Additionally, the Strategic Self-Regulation (S2R) Model asserted by Oxford (2017) also includes meta-strategies as well as strategies for four crucial dimensions of L2 learning, namely cognitive, motivational, sociocultural-interactive, and affective.

With growing interests in self-regulated learning strategies, several empirical studies have been conducted to show the effectiveness of self-regulated learning strategy in L2 learning (e.g. Gu and Johnsons', 1996; Rose and Harbon, 2012; Martirossian and Hartoonian 2014; Nosratinia and Deris, 2015; Mahjoob; 2015), and most of the research were conducted through self-report questionnaires as instruments to measure EFL students' self-regulation (e.g. Zimmerman & Kitsantas, 2002; Dörnyei, Tseng, & Schmitt, 2006; Artuch-Garde et al., 2017). However, limited research has been undertaken to explore self-regulated learning strategies the good learners use and how the good learners learn self-regulated learning strategies in enhancing their English skills in depth.

For this reason, it is assumed that the present study aims to bridge the gap in the literature by exploring the

use of self-regulated learning strategies of English Department students in English learning and how they learn self-regulated learning strategies. The researcher wants to contribute by giving detail information regarding self-regulated learning strategies applied by good EFL learners enrolled in a public university of a developing country, Indonesia.

RESEARCH METHODOLOGY

The study is going to be a qualitative study with descriptive design. This research aims to explore students' self-regulated learning strategies in learning English. Furthermore, this study has some other goals which are to find out what self-regulated learning strategies the good learners use and how they learn their self-regulated learning strategy in learning English.

Since self-report questionnaires such as MSLQ, ILS, and SSRL have been widely used instrument to examine students' self-regulated learning in quantitative research studies, this research provides more insight into exploring self-regulated learning as a process in details. A better understanding of self-regulation's complexity and language learning issues can be reached by understanding it contextually (Wang & Pape, 2004). Considering that self-regulated learning is perceived as a "developing (and dynamic) process" (Boekaerts, 2005, p. 208) in which the learners apply their agency, an exploratory qualitative research design suits the purpose of this research which is to understand the self-regulated learning strategies employed by university students.

The study was conducted in the English Department of a public university in Surabaya since this department provides the subjects that meet the researchers' criteria. The selection of the university was purposive to find out EFL learners' strategies in managing their language learning. The English Department in this university was selected as an ideal setting because this department was accredited A by the Board of National Accreditation for Higher Education (BAN-PT). Furthermore, the department set a standard requirement for the TOEFL score to their students. As the students need to master the English language, all their classes use English as its medium of communication.

The subjects of the study were good learners of fourth-year English Department students of a public university in Surabaya as they are believed to have a high level of English proficiency as well as their English learning experience. The participants of the study are expected to be able to use English both communicatively and academically because the classes provide them with necessary English language skills. The researcher involved five good learners to make the participants more representative. The selection of participants was based on

the criterion of self-regulated learners proposed by Pintrich (2005). Firstly, self-regulated learners have an effort to control their cognition and behavior by regulating their own learning. Secondly, the students tend to set certain goals they want to achieve. Thirdly, the individual is an active participant which plays a big role in his learning.

The data of this study made up of the result of the interview and the students' reflective journal. The data contained information on what self-regulated learning strategies the good students used in learning English and how the students learned self-regulated learning strategies in English language learning. The researcher had the students' opinions and comment toward their choice of self-regulated learning strategies, and also their explanation of how they learned self-regulation strategy in learning English.

In this study, the researcher used a semi-structured interview that the researcher has prepared. The interview was conducted outside the classroom in spare time. The questions asked during interviews were based on Oxford's model of SRL (Oxford, 2017). The researcher developed a number of questions to explore the use of students' SRL strategies. These questions referred to the four domains of strategies which belong to S2R (Strategic Self Regulation) model. To get more comprehensive findings, the participants were asked to write reflective journals on their English language learning for a month. The journal contains self-reflection questions, which are what they have learned at that time, what problems occurred, how the problems were handled, and how they thought and felt about their learning.

In this study, the researcher used a qualitative method proposed by Ary D., et al (2010) which consists of three data analysis techniques, and those are familiarizing and organizing, coding and reducing, interpreting and representing. The data from the interviews and reflective journals were collected, transcribed, and organized by the researcher for further analysis. After familiarizing the data, the researcher made codes based on the preliminary classification of SRL strategies including four domains (e.g., cognitive, motivational, social, and affective). The researcher would provide a brief explanation and illustration of the students' SRL strategies and how they learn the strategies by describing the result based on the categories.

RESULT AND DISCUSSION

The results of the study are expected to answer the two research questions: The first question aims to explain self-regulated learning strategies applied by the good learners of English Department students in English language

learning, as the learner applies meta strategies as well as learning strategies in their progress, whereas the second aims to explain how they learn SRL strategies in L2 learning. Furthermore, the results will be further discussed based on the theories written in the previous chapter.

Self-Regulated Learning Strategies Applied by Good Learners of English Department Students

The results show that the students applied various kinds of self-regulated learning strategies in English learning which are included in meta strategies; metacognitive, metamotivational, metasocial, metaaffective, and learning strategies in four domains; cognitive, motivational, social, and affective. The strategies that were stated by the participants are categorized based on Oxford (2017).

A. Metacognitive Strategies

Based on the results, the participants did some metacognitive strategies, such as *paying attention for cognition, planning for cognition, organizing learning and obtaining resources for cognition, and monitoring-evaluating for cognition.*

Paying Attention for Cognition

One of the metacognitive strategies applied by the four students was paying attention to cognition. For instance, in learning English, Livia paid attention to what kinds of errors she needed to know especially in speaking. It is indicated by her answer as she said: *“I usually do some errors in speaking. When I am talking spontaneously, I often do same mistakes, but I constantly realize it, like I am supposed to use another grammar.”* It goes the same with another 3 students. Yessica said that by paying attention to their learning, they knew what the difficulties they found in English. Based on the interview, she faced a problem in learning to speak because she knew that she did not like to talk.

Other believed that it is important to pay attention to the strategies that matched their learning style. Yessica stated, *“In learning (English), I apply a certain strategy, and I will use a different strategy for another one.”* In another example, Ferika tried to listen to his lecturer while she had a class, but she found out that she was not a kind of learner who has an audio-visual learning style. She described herself as a visual learner because listening to a lecture only made her bored.

Planning for Cognition

Another metacognitive strategy the students used was *planning for cognition.* A total of five students showed that they set goals in their English learning. They emphasized the need for increased exposure to English. Most of the students also explained that they planned for their cognition by listing their learning goals daily and

weekly, deciding what to focus on, planning how to approach their task, and planning for progressing in all four English skills.

Naura and Livia pointed out that they needed plans to regulate her learning. According to them, writing a list was effective for them since it helped them to keep studying English in a routine. For example, Naura’s goal was to be a professional who mastering all of the English skills. Then, she forced herself to improve her English by practicing reading, listening, speaking, and writing on a daily or weekly: *“My plan is creating lists, like how much I should read for a day. Then, I have to listen to something whether it is weekly or daily.”* Also, Livia planned her schedule by setting reminders on Google so that she knew what she would do on that day.

While Naura and Livia set their goals for practicing their English in a routine, Vita, Ferika, and Yessica set specific goals for their on-going classroom assessments. To attain the goals they had set, they made a schedule that matched the task demands. These steps were critical for them to make decisions about how to regulate their learning based on task requirements. In other words, Vita, Ferika, and Yessica emphasized the importance of preparing and completing tasks according to timelines and not procrastinating. They regarded all of the assessments as equally important for them to learn English and improve their language proficiency.

Learning and Obtaining Resources for Cognition

The third metacognitive strategy applied by the students was organizing learning and obtaining resources for cognition. All students explained that they controlled and managed their learning environment as well as the resources. As reported by the participants, a conducive learning environment was important to support them to concentrate on their studies. For example, in creating a conducive learning environment, Naura, Livia, Ferika, and Yessica choose a quiet place to make their language learning more efficient. They believed that they could have better concentration in the evening, midnight, or in the early morning. Yessica added that she could handle the distraction by studying in a quiet place.

Not only organizing the environment, but the students also obtaining resources to their learning. From the finding, all participants actively utilized various written texts and devices as sources of language input. They mentioned that it was effective to learn English from various websites on the internet since they could easily access YouTube, BBC, and English applications. Livia, in her journal, wrote, *“Today, I was looking for the linking words on the internet, and saved it on my laptop. When I wrote, I need to open it so that I could write easily.”* Moreover, Ferika referred to use comic and Wattpad that she could browse through the internet while

learning English, while Vita preferred to watch YouTube to obtain the information.

Monitoring and Evaluating for Cognition

The last metacognitive strategy reported by the students was monitoring-evaluating for cognition. All the students regulated their learning by practicing self-monitor and self-evaluate their progress. Naura, when she asked if she monitored her learning, she stated that she did monitor her learning to make herself aware of what she did. Naura, Livia, and Yessica shared that they evaluated their competence through Test of English Proficiency's score, e.g. *"When I do TEP, I monitor in which score I am best at and worst at, then I evaluate myself so that I can reach my target score."* This shows that the participants were aware of their learning by self-evaluating their English competence.

B. Cognitive Strategies

From the results, it is reported that self-regulated learning strategies in cognitive strategies which were applied by the participants were *using sense to understand and remember, activating knowledge, using reasoning, conceptualizing with details, conceptualizing broadly, and going beyond the immediate data.*

Using Sense to Understand and Remember

Some students showed that they applied other strategies to make their learning easier based on their needs. For example, in increasing a vocabulary size, Naura preferred watching videos with or without subtitles than reading the articles. She explained that by looking at the videos, she could have an in-depth understanding of the materials. She stated, *"I look at the video without subtitle, at first, then secondly, I use subtitle so that I can understand it and know many new vocabularies."* In learning speaking, Vita needed to practice every day and recorded her voice to know whether her pronunciation is correct. She said, *"Of course we need to practice every day, practice, practice, and practice. I usually record my voice, and then compare my pronunciation."*

Activating Knowledge

Four students reported that they tried to make sense out of what they knew and what they needed to know. They mentioned that they needed to prepare their brains for improving their performance. For example, before Naura took a test, she activated her knowledge by exercising her listening skills. She stated, *"...if there will be a test, I usually refer to (listen) two-person conversation, or looking to a talk show."* For Vita, she would like to see any references before she wrote something in English. She shared, *"In improving writing I often see many references."* Moreover, her lack of grammatical competence in writing would lead her to do some grammar exercises. She also stressed that looking

up for new words in a dictionary was important to enrich her vocabulary in mind.

Using Reasoning

In this sub-category, Yessica developed an understanding by connecting it with her existing knowledge. For example, when she learned grammar, she said, *"...such as in the simple present, we ought to use eee verb-I with -s or -es for certain subject. We can learn the grammar rules from that example."* According to her explanation, she knew some English grammar previously, and then she gained further knowledge and reduced her errors in English by analyzing the grammar rules.

Conceptualizing With Details

Another cognitive strategy used by the five participants is conceptualizing with details. In this strategy, the students form an idea by analyzing and breaking it into parts. Most learners believed that outlining was essential for her learning, especially in writing and speaking. For some students, like Naura, Vita, and Ferika, they mentioned that outlining made it easier for them to develop their ideas; *"At first, I only write an outline to make the ideas to stay in line."* (Naura); *"We prepare for some points that we are going to speak, and then we speak."* (Vita); *"In writing, we need to make an outline first, and then we develop it."* (Ferika). Not only making an outline, but Naura also highlighting the important parts of what she read. Yessica added that she would understand the point that she marked before.

Conceptualizing Broadly

Naura, Livia, and Ferika, the participants who applied conceptualizing broadly, explained that they preferred summarizing the information from the audio resources than putting information from some articles whenever they learned English. For example, Naura stated that writing and reading were the most difficult skills for her so that she preferred listening to some video. When she was asked about writing strategies that she used, she tend to looked for the main idea, then synthesized the materials into a paragraph, as she said, *"In writing, I usually watch the video, and from that video I summarize it (the context) based on the main idea, then I write it into one paragraph."*

Going Beyond the Immediate Data

The responses of the 2 participants indicated that they were using existing clues to infer the meaning. Referring to the interview questions on listening and reading strategies, they stated that they predicted what they heard and read. When encountering difficult words during reading, Livia needed to look up the meaning of words by guessing the meaning first, she used a dictionary to make sure that she guessed the right words. She explained, *"I will read it, use my dictionary, and guess it (the*

meaning). *I usually connect the existing words.*” In line with the Vita, to overcome her lack of vocabulary in reading and listening, guessing the words will help her a lot in her comprehension. By predicting the meaning from the context, it means that the two participants used the information that was provided in it.

C. Metamotivational Strategies

Meta strategies for regulating the motivational domain are called metamotivational strategies. In metamotivational strategy, some of the frequently reported strategies include *paying attention to motivation, planning for motivation, and organizing learning and obtaining resources for motivation.*

Paying Attention to Motivation

One of the metamotivational responses mentioned by all students was paying attention to motivation. By paying attention to their motivation level, it means that they noticed whether they were interested in learning English. For example, Ferika said that if she was not motivated enough to read in English, she would skip her reading exercise, and chose to work on it later when she was highly motivated. Similarly, Yessica stated, *“I feel that it (my motivation) is up and down. Sometimes my progress is moving backward.”* Livia also shared that she knew that she had an interest in English so that she wanted to always learn it to improve herself.

Planning for motivation

Four participants’ responses indicated that they planned for their motivation in learning English. They planned for motivation by planning for ways to make themselves more motivated, planning for what would make them happy, and taking away the negative desire that was disturbing their goals. Livia, Ferika, Naura, and Yessica found that they needed to make themselves more motivated to persist with what they did. Livia, for example, set her mastery goals that related to her motivation by stating, *“What makes me motivated in learning English are my dreams and goals. I want to continue my master degree overseas.”* Going even further, Ferika and Yessica planned to made their learning more interesting. Ferika said that she would plan an interesting way or technique that could motivate her to keep learning.

Organizing Learning and Obtaining Resources for Motivation

Since most of the participants paid attention and plan to their motivation, they also organized their learning and obtained resources for motivation. All participants were motivated to increase their exposure to English in a variety of ways such as listening to some podcasts, watching English videos, and reading an interesting text. In other words, they actively utilized various audios and

written texts that they interest as sources of language input. For example, Livia found language resources that motivate her to learn, as she said, *“I enjoy listening to some podcasts and watching TED talk.”* Furthermore, Naura added that reading could be exciting if the text had interesting pictures in it. Thus, she preferred watching the video with the same topic as the article she wanted to read in order to make her learning more engaging. The students believed that watching and listening to some videos with interesting topics were the best way to enhance her motivation to improve their English.

D. Motivational Strategies

The participants did several motivational strategies such as *self-consequating, using positive self-talk, using defensive pessimism, and enhancing learning.*

Self-Consequating

Vita and Naura, the participants who did self-consequating, stated that they promised themselves rewards once their goals were completed. In the interview, Vita said, *“I gave myself rewards if I get an A on my task, like treating myself with delicious food or buying something that I want.”* According to her opinion, giving herself rewards based on her satisfactory performance could help her get motivated in achieving her own targets. Similarly, Naura thought that self-rewarding could give her some energy to learn again.

Using Positive Self-Talk and Positive Self-image

All students indicated that they used positive self-talk and self-image to maintain their motivation in learning English. Livia, for instance, talked positively to herself by explicitly saying, *“Well, if I want to be on the next level, I need to work harder.”* Furthermore, Ferika and Yessica also explained that they imagined their ideal L2 self. Ferika, for example, said, *“I motivate myself to be like a native speaker so I will persist with it.”* She thought that being a native speaker was excellent and she desired to be like them someday.

Using Defensive Pessimism

Two of the participants used defensive pessimism as a motivational strategy for their learning process. Livia who thought that she had no confidence to use her English stated, *“I am doubting myself to take an opportunity to teach others because I don’t believe in my capability. That’s why it (teaching) becomes my personal goal in learning English so that I can have self-confidence.”* It means that Livia spurs her motivation to work harder. Another example, when Yessica looked at her other friend who had high proficiency in English, she realized that she had a lower ability comparing to her friend. She noted that it could be her motivation to learn harder in order to improve her achievement in English by explicitly saying, *“I want to be that fluency like them.”*

Enhancing Learning

To make the learning process more engaging, four of the students showed that they did enhance their learning by using YouTube or the internet as media. Not only that YouTube could be good materials, but also it became a less boring way to learn English. Based on the interview, Naura, Vita, Livia, and Yessica created their learning materials more effective. Naura said, *“On YouTube you can see talk show, movies, and conversation.”* Moreover, Vita and Livia also preferred to watch English movies or talk show to increase their motivation in enhancing their listening skills. Additionally, Naura had an online dictionary and newspaper on her gadget that motivates her to read. All of them believed that YouTube and movies were interesting media that encouraged them to develop their English skills.

E. Metasocial Strategies

For metasocial strategy, the strategies used by the students were *paying attention to context, communication, and culture (CCC) and organizing learning-obtaining resources for CCC.*

Paying Attention to Context, Communication, and Culture (CCC)

Two students underlined the importance of paying attention to CCC in a language they learned. According to the interview and reflective journals, knowing the English cultures could be useful for them as it enabled them to communicate easily. Furthermore, they argued that they did not only learn English, but also its cultural characteristics and communication styles. For example, Ferika emphasized that foreign language students needed to understand the target language culture in order to have effective cross-cultural communications. She explained, *“...if we learn the language, we also learn its culture, so we do not misspeak with the native speakers.”* Furthermore, Vita, the other student, said that paying attention to the differences between the target culture and her own culture leads her to become a more open-minded person.

Organizing Learning-Obtaining Resources for CCC

Two students mostly organized and obtained resources by looking for tasks that encourage them to interact with others and seeking partners for speaking practice. Ferika reported that she used internet to have a conversation with people from different countries. In her journal, she wrote *“I only learned English conversation on the internet. There was an application where I could speak to people from the other countries. I tried it, and it was so satisfying to know that I was able to communicate using English.”* Moreover, in order to organize her learning, Livia mentioned that she sought a conversation

partner. She believed that communicating with experts or native speakers would improve her speaking competence.

F. Social Strategies

According to the participants' interviews, the social strategies that they used included *interacting to learn, and communicate and learning despite knowledge gaps in communication.*

Interacting to Learn and Communicate

Communicating played an important strategy in both how and when participants learned the foreign language. Livia, one of the participants, mentioned that interacting with her native friends positively helped her in her language learning. Livia explained the benefit explicitly by stating, *“I talk with them to practice my speaking skill so that I can get used to it.”* The other four students also stated that social interaction with friends could affect their learning performance. Some of the participants explained that they utilized social interactions with their mates to help seeking and to get ideas. For instance, Yessica explained, *“I don't find any ideas on Google, then I ask my friend that I think she knows it better. She helps me to solve the problem.”* Communicating with friends was seen as helpful for Vita who said that she discussed something confusing such as the difficult terms she found in glossary and dictionary. Additionally, not only asking peers, but Naura also asked her knowledgeable tutor for explanations if she was confused.

Learning Despite Knowledge Gaps in Communication

Four participants reported that they handled the communication to keep the conversation going. For example, while Naura had talked with others, she could not remember the necessary word or the vocabulary, so she described it, and kept the conversation going. In Ferika's case, she used a synonym or made up new words which were related to the terms. Livia preferred to change the topic which was fit in the conversation so that she could handle it easier. She added, *“I am thinking for a second. Then, I use “mmm”, change it into another related topic, or use easier words.”* For Yessica, using simpler sentences was important for her to keep communicating with others. She explained that both of the people in the conversation needed to understand what they talked about, and if not, she would repeat the words which she thought it confused her.

G. Meta-affective Strategies

From the interview, the researcher found that some students applied metaaffective strategies such as *paying attention to affect, planning for affect, organizing resources, and monitoring to affect.*

Paying Attention to Affect

Vita and Ferika believed that by paying attention to affect, they knew that their emotions would affect their motivation for learning. Ferika shared that she watched a sign of her anxiety especially when she talked to native speaker. She explained that she would take care of the situation if she aware of her anxiety. Additionally, she knew that her motivation could be affected by her emotions. She said, *“It (her emotion) affects my learning. When we are about to learn something, it is better if we knew our emotion first.”* Moreover, Livia made sure of her understanding towards the English material she learned. As she could learn well the language content and materials specified in the course, she would be confident in the classroom and was motivated to improve.

Planning for Affect

Two participants planned for affective domain by figuring out how to become less anxious in speaking. Vita stated that she was anxious when she was about to give a public speaking, so she planned to be calmer by preparing the materials first. By having a well-prepared material, she felt good and confident about herself in language learning. It went the same with Ferika that mentioned, *“I practice it over and over again so that I don’t feel anxious.”*

Organizing Learning and Obtaining Resources for Affect

In reflective journals, Naura and Ferika were the participants who frequently organized their learning to reduce anxiety. The tendency of obtaining resources in metaaffective strategies could be seen as they needed to organize their learning such as playing some easy listening musics and watching motivating videos to help them relax in learning English. Naura, stated some strategies, *“Since I am not confident enough to be a teacher, I often watch or read something related to a teacher life. However, it could reduce my anxiety.”* Additionally, she said, *“When I did a speaking practice this day, I played some background music that could relax my mind. Then, I imagined that I was a professional broadcaster.”* Ferika, another participant, said that she also watched some encouraging videos as a powerful way to reduce her anxiety and to build her confidence.

Monitoring and Evaluating to Affect

The students expressed their satisfaction in their reflective journal whenever they made a good progress. It could be seen in Livia’s journal that she wrote, *“I felt satisfied everytime I published my writing there.”* Moreover, she felt happy if she knew that she was able to communicate in English to speak with people from the other country. Yessica, in the other hand, realized that her speaking skill was not good sometimes, in which she felt sad about it.

H. Affective Strategies

The most commonly reported affective strategies by the participants included *changing cognitive appraisal of situations to shape emotions, modulating emotional responses, and making meaning as a means of handling emotion.*

Changing Cognitive Appraisal of Situations to Shape Emotions

Although the students were motivated to learn English, there were times when they felt unmotivated. It is explained by the participants that trying to master English and improve their language proficiency caused them to have feelings of frustration and anxiety. In dealing with the boredom, the three students changed their positive appraisal to persuade themselves to work harder in learning English. When asked about how she persisted in improving her proficiency, Naura said, *“If I feel down, I will look back at my goals so that I can have a willingness to achieve my targets.”* It is showed that the Ferika reframed her appraisal to remind themselves of their purpose.

Modulating Emotional Responses

Some participants reported that managing emotion was an important thing to do whenever they felt bored and frustrated with their learning. However, in order to overcome their negative feelings, Naura, Livia, and Yessica used their affective strategy to keep up the motivation. Besides, Livia preferred to take a short break by having a quality time with herself. She said, *“I am trying to relax and to take it easy until I am ready to learn again.”*

Making Meaning as Means of Handling Emotions

Some participants were likely to do something related to their L2 learning and valued it, such as doing something in English that would be positive and accepting difficulties with equanimity. Naura, for instance, made some quizzes on her social media, namely Instagram. She explained that through sharing quizzes in her Instagram story, she and her followers could have any discussion which made them more engaged in learning English. Moreover, knowing that she could deal with any difficulties was another strategy that Naura did in handling emotions. Yessica, as the other participant said, *“When there’s something that made me stressed, I could write a quote or poem using English. Well, I just enjoyed it.”* In addition to the participant’s experiences, the students indicated that when they made meaning of something in their learning, it would influence their emotions.

How the Students Learn their Self-Regulated Learning Strategies

Based on the results, the participants demonstrated multiple self-regulatory activities to manage the learning process. However, a prominent pattern in the data was that self-regulatory was not only learned independently by the students, but also by peers and educators.

A. Learning Independently

Participants considered themselves to be the one who actively learned self-regulation. They constructed their meta-strategies as well as strategies in four dimensions; cognitive, social, motivational, and affective of their language learning. Based on the data, the students used various techniques in their learning, including planning their study, going to study groups, and evaluating their progress independently. For instance, Yessica planned to study writing, and then she initiated to write regularly by writing a short story in her Wattpad account. Livia, another participant, would like to initiate herself in regular communication with L2 native speakers by meeting them occasionally.

Furthermore, the participants built self-beliefs such as self-efficacy and self-motivation because it could positively impact the development of self-regulation in them. Some of the students who had high self-efficacy described themselves as very competitive and used several learning strategies as their effort as they believed they could achieve a good English performance. They had goal orientations and beliefs in their competence towards the challenging task. For example, Ferika said:

“I needed a deadline to finish my writing task, so I made it on my own. I printed a deadline schedule to make me feel motivated in finishing it.” (Ferika)

The participants viewed themselves as a strategic agent who actively develops their abilities. They built their confidence and motivation to achieve challenging goals and to be resilient if difficulties in their learning arose. Ferika and Naura, for example, stated that by being motivated and believing in herself, they would be able to achieve their goal. They demonstrated a high degree of self-efficacy in her learning and improving her English skill:

“How to make myself motivated in learning English is...by believing that we can do it. Why not? If there is a will, there is a motivation.” (Ferika)

“If I saw someone else has a nice performance, I truly envy her. I believe I can be a good speaker.” (Naura)

B. Peers

Based on the findings, it is indicated that the participants learned self-regulated learning from peers since peer interactions could influence students' behavior in L2 learning. Peers played an important role when participants decided whether or not to self-regulate. One of the participants said that they had modeling their peers' strategies in learning English.

“I asked her about the strategies she used in learning, and I tried to use those strategies in my learning.”

Moreover, most of the students explained that they had peer interactions, such as studying together. Livia, who thought that peers were helpful for their cognitive development, said:

“I wrote for 4 pages and had my friend evaluate my draft. She said that my writing was good and understandable.”

They asked and received help and advice in order to facilitate learning. It also indicated clearly that peer work could make learning more efficient and improve learning motivation. Peer interaction could affect students' motivation, therefore it influences their SRL development as well. Furthermore, Vita and Yessica mentioned times when their friends encouraged them to study at a time when they normally would not have. They also relied on peers for emotional supports:

“My friends and I talked about TOEFL in WhatsApp group. It was motivating me to learn TOEFL again.”

“They also encourage me to always learn it even there is no homework.”

C. Instructors

Students believed that instructors could significantly guide them in becoming a self-regulated learner. Positive control by the teachers promotes good self-regulation development of the students. Moreover, the experiences of the participants showed that a motivated and responsible instructor could improve self-regulated learning of the students. For instance, Livia remembered that her lecturer suggested her to make a schedule in finishing writing as well as to do a peer-review. Moreover, Yessica believed that strategies taught by her lecturer could give her opportunities to be a self-regulated learner. Both of them agreed that their lecturer provided them with cognitive and metacognitive knowledge for English learning. Some examples:

“My lecturer said that it is better to write an outline first, and then I applied it. In writing, she also explained that we need to set a plan and deadline.”
(Livia)

Discussion

This section presents the discussion of the findings related to self-regulated learning strategies used by the good learners, and how they learn their self-regulated learning strategies in English.

Self-Regulated Learning Strategies Applied by English Department Students

The first finding of this study showed that the participants used various kinds of self-regulated learning strategies in English learning which are included in meta strategies; metacognitive, metamotivational, metasocial,

metaaffective, and strategies in four domains; cognitive, motivational, social, and affective. Meta-strategies students' applied involves paying attention, planning, and evaluating, which guide the use of all strategies. Based on C. E. Weinstein et al., (2010), self-regulated learning strategy is an approach which students use to handle and maintain their cognitive, psychological, motivational, and environmental influences that affect their learning. Similarly, the researcher found out that the participants applied learning strategies based on the theory of self-regulated learning. The data showed that they managed their learning by setting goals, applying effective strategies, and making an adjustment for their tasks in the future.

Self-regulated learning in a cognitive sense is highly structured and involves metacognitive monitoring and metacognitive control, along with cognitive strategies. The study showed that most of the students planned for their cognition by listing their learning goals daily and weekly in order to make a progression in English. In planning for cognition, setting cognitive goals is one of the basic functions and important factors usually used by researchers to determine learners' self-regulation (Pipattarasakul & Singhasiri, 2016). Undoubtedly, technological resources are increasingly playing a significant role in enhancing self-regulated learning in the digital era. Based on the findings, various internet tools, such as Google, Youtube, and digital dictionaries were used by the. The other strategies used by the students were paying attention and monitoring their cognition. The participants reported that they needed to correct their mistakes such as grammatical errors. It is indicated that they used metacognitive strategies to increase their error awareness. This idea is consistent with a study conducted by Kobayashi (2016) on the comparative analysis of awareness in reading L1 and L2 texts. His study showed that metacognitive processes enabled learners to be actively in charge of planning, and to regulate their learning.

Moreover, in regulating their cognition, the participants mostly employed *using sense to understand, conceptualizing with details, and conceptualizing broadly*. Students mostly applied reading aloud, taking notes, highlighting important words, making an outline, and synthesizing articles when they studied English. Additionally, these strategies helped the participants to learn English effectively. Furthermore, the study showed that the students applied and changed their learning strategies over time. This is concurrent with the theory stated by Winne (2011, p.19) that "A self-regulating learner is theorized to be highly active cognitively and metacognitively."

In a similar vein, metamotivational strategies are equally essential to control students' motivation. The finding of metamotivational strategies is supported by Scholer et al. (2017, 2018), who highlighted the essential role of metamotivational process as a source of self-regulatory success. Furthermore, Edwards, Scholer, & Miele (2018) noted that the learners appear to acknowledge their metamotivational strategies, as they correctly identified the kinds of strategies that could be used to select any situations in which their motivation would be beneficial for performance. By setting metamotivational strategies, the students frequently move their motivation into action (Oxford, 2017), such as *self-consequating, using positive self-talk, and enhancing learning as their* motivational strategies. They used language resources such as Youtube, which played a big role in promoting their motivation. It is supported by Schwinger & Otterpohl (2017) that regulating motivational quantity typically involves knowing what types of strategies which are able to increase motivation.

In S2R Model, communication styles, context, and cultures are important for L2 learners to understand (Oxfords, 2017). In this study, the findings showed that the students used SRL strategies in social dimension; metasocial strategies as well as social strategies for regulating their social self. Most of the students reported that they *paid attention, and organized learning and obtained resources for communication, context, and cultures* in categories of metasocial strategies. The participants further reported that they used social strategies by *interacting to communicate and learning despite knowledge gaps* in categories of social strategies. The findings reconfirm the previous study conducted by Antonio (2017), which investigated social strategies implementation in the tenth graders of EFL learners.

In regards to the metaaffective strategies, the results showed that English Department students used metaaffective and affective strategies in many different ways. Some participants reported that affective strategies such as changing cognitive appraisal, and making the value of her learning helped them to lower their anxiety in learning. Moreover, in order to control their emotions, the students believed that metaaffective strategies could help them to manage their anxiety. This current research is identical to the study conducted Hakim's (2019) which indicate that students have positive perceptions of socio-affective strategies. Further, the results of this study share similarities with Roboh & Tedjaatmadja's (2016) findings that the high proficiency students effectively used the affective strategies in various ways, including deep breathing, making positive statements, and encouraging themselves to reduce their anxiety.

Furthermore, this present study showed the results of self-regulated learning strategy use by using S2R model in undergraduate students, which are not only involving strategies in cognitive domain, but also in motivational, social, and affective domain. This idea is also consistent with the recent study conducted by Pipattarasakul (2018) that EFL students applied meta strategies among four dimensions using S2R model by Oxford for speaking skills. In addition, the results of this research reconfirm a study conducted by Hsieh (2019) that the college students use self-regulatory strategies actively as a process in completing speaking and listening task. These concepts are in congruence with the results of this research because the discussion showed that all the participants employed various SRL strategies for improving English skills.

How the Students Learn their Self-Regulated Learning Strategies

As the results above showed, the students' responses indicated that the participants learned self-regulated learning strategies independently, and developed it from peers and teachers' instruction. The findings showed that students perceived themselves as autonomous learners.

Based on Chene (1983), autonomous or independent learning is an ability of the individual to obtain the skills independently by the processes that he decides. It is an approach where learners are encouraged to assume personal responsibility and collaborative control over the processes of the cognitive (self-monitoring) and contextual (self-management) processes in creating positive learning outcomes (Garrison, 1997). Similarly, the researcher found out that the participants were autonomous learners who learned and managed their learning process independently. Besides, they considered peers and lecturers as facilitators that supported their progress.

Some participants explained that peers played an important role in their self-regulated learning development. Two other participants thought that peers were helpful for their cognitive development in self-regulated learning. All the participants viewed peers as facilitators in their leaning since it could affect their motivation, and influence their SRL development as well. This study is in line with the results of the previous study conducted by Kayode John et. al. (2014) that there is a significant positive relationship between self-regulation and peer influence.

Beyond the peers, the lecturers are also valuable in the development of the students' self-regulatory skills. A significant body of work provides evidence that lecturers played important role in autonomous learning (Sholeh, 2018). Based on the previous study, it is found that the

assignments given by the lecturers could encourage the students to be self-regulated in learning. In this study, the students reported that homework and tasks made them be responsible for their learning because those required the students to look for learning resources autonomously and to be active in their learning.

CONCLUSION AND SUGGESTION

Conclusion

Investigating the use of self-regulatory strategies model proposed by Oxford (2017) towards undergraduate students, the findings of the study provides an insight into the literature on the self-regulated learning use in English learning. This study explored SRL strategies in four dimensions as proposed at the beginning of the chapter. Based on the results and discussions, the conclusions were drawn from the analysis which gathered two findings. First, the study shows that good learners of English Department students applied self-regulated learning strategies. Cognitive, motivational, social, and affective dimensions were SRL domains for strategy use reported by the good learners. All the strategies employed by the students were guided by meta strategies.

Second, the results on how the the good learners learn self-regulated learning strategies indicated that besides learning independently, the students also developed their SRL from peers and teachers' instruction. In learning independently, the participants acted autonomously by constructing the conditions they thought necessary for their language learning. Besides, the students revealed that peer interactions played an important role in their self-regulation. The results showed that they had modeling their peers' strategies in learning English. Furthermore, the students believed that instructors could greatly guide them to be a self-regulated learner. Therefore, students' development to regulate their language learning was mediated through the interaction process with peers and instructors.

Suggestions

The present study has proven that successful language learners used S2R strategies and were aware of the use of their strategies in learning English skills. The findings of this study suggest that instructors need to raise students' awareness of the importance and the roles of self-regulated learning strategies so that they become more engaged to use and select more appropriate strategies concerning English skills. Further, this research suggests that educational practitioners must consider SRL strategies to optimize students' learning. Teachers can help the students to develop their self-regulated learning by demonstrating meta-strategies and also the strategies that will help them to achieve their further goals. Teachers' supports are also essential for the students to

regulate their motivational and affective process as well as teachers' instruction, which can promote effective self-regulatory strategies as displayed by the good learners in the present study. For this reason, teachers have opportunities with their teaching plan to build self-regulation in the classroom, such as modeling the self-regulatory process of setting goals, making a plan, monitoring, and evaluating the learning process.

The concepts discussed here are based on the experiences of a limited number of students due to its qualitative nature, and may not be generalized to students in different contexts. Thus, to fully explore self-regulation in this area, future researchers can conduct further research related to strategic self-regulated learning in certain domains, in specific skills of language, or different levels of student. Furthermore, investigating how students apply self-regulated learning strategies at a particular time will give a big contribution to this research in exploring students' self-regulated learning.

REFERENCES

- Antonio, D. (2017). *Language Interaction Through The Instruction Of Social Learning Strategies In An Efl Group Of Tenth Graders At The I.E. La Despensa, Soacha, Colombia*, (Bachelor dissertation, Universidad Santo Tomas). Retrieved from <https://semanticsholar.org>
- Artuch-Garde, R., González-Torres, M. C., de la Fuente, J., Vera, M. M., Fernández-Cabezas, M., and López-García, M. (2017). Relationship between resilience and self-regulation: a study of Spanish youth at risk of social exclusion. *Front. Psychol.* 8:612. doi: 10.3389/fpsyg.2017.00612
- Ary, D., et al. (2010) *Introduction to Research in Education*. Eight Edition. Canada: Nelson Education.
- Boekaerts, M., & Corno, L. (2005). Self-regulation in the classroom: A perspective on assessment and intervention. *Applied Psychology: An International Review*, 54(2), 199- 231.
- Boekaerts, M. (2010). Self-regulated learning: Bridging the gap between metacognitive and metamotivation theories. *Educational Psychologist*, 30:4, 195- (February 2015), 195–200. https://doi.org/10.1207/s15326985ep3004_5
- Chene, A. (1983). The concept of autonomy: A Philosophical Discussion. *Adult Education Quarterly*, 34- 38-47)
- Cohen, A. D. (2007). "Coming to terms with language learner strategies: surveying the experts," in *Language Learner Strategies: 30 Years of Research and Practice*, eds D. C. Cohen and E. M. Macaro (Oxford: Oxford University Press), 29–45
- David B. Miele & Abigail A. Scholer (2017): The Role of Metamotivational Monitoring in Motivation Regulation, *Educational Psychologist*, <https://doi.org/10.1080/00461520.2017.1371601>
- Dörnyei, Z., & Ottó, I. (1998). Motivation in action: A process model of L2 motivation 1. In *Working Papers in Applied Linguistics* (Vol. 4, pp. 43–69). London: Thames Valley University.
- Garrison, D. R. (1997). Self-directed learning: Toward a comprehensive model. *Adult Education Quarterly*, 48 (1) 18-29.
- Gu, Y., & Johnson, R. K. (1996). Vocabulary learning strategies and language learning outcomes. *Language Learning*, 46(4), 643–679. <http://doi.org/10.1111/j.1467-1770.1996.tb01355.x>
- Hakim, L. N. (2019). Socio-Affective Strategies in Enhancing Students' Speaking Motivation. *Jurnal Basis*, 6 (01), 125-133)
- Hsieh, A. (2019). Are these students strategic enough? The study of college students' application of self-regulation strategy into task oriented English learning. *International Journal of English and Literature*, 10 (January), 1–8. <https://doi.org/10.5897/IJEL2016.1007>
- Kobayashi, A. (2016). Examining a metacognitive instruction model. *The Journal of Asia TEFL*, 13(2), 117-137.
- Lin, C. Y. & R. L. Oxford. (2009). Developing autonomous learners in the digital realm: Exploring digital language learning strategies from macro and micro perspectives. *Paper presented at the Independent Learning Association Conference*, June 5.
- Mahjoob, E. (2015). Self-regulation and speaking proficiency in Iranian EFL learners. *Journal of Language, Linguistics and Literature*, 1(6), 182-188
- Martirossian, A., & Hartoonian, A. (2015). Lowering Foreign Language Anxiety Through Self-Regulated Learning Strategy Use. *English Language Teaching*, 8 (12), 209-222. <https://doi.org/10.5539/elt.v8n12p209>
- Miele, D. B., Scholer, A. A., Miele, D. B., & Scholer, A. A. (2017). The Role of Metamotivational Monitoring in Motivation Regulation The Role of Metamotivational Monitoring in Motivation Regulation, *Educational Psychologist*, 46(4), 643–679. (10). <https://doi.org/10.1080/00461520.2017.1371601>
- Nilson, L. B. (2013). Foreword by Barry J. Zimmerman. *Creating self-regulated learners: strategies to strengthen students' self-awareness and learning skills*. First edition. Sterling, Virginia: Stylus Publishing
- Nosratinia, M., & Deris, Z. (2015). An Exploration into the Relationship between EFL Learners' Self-regulation and Willingness to Communicate. *Theory*

- and Practice in Language Studies*, 5 (09), pp. 1921-1928, DOI: <http://dx.doi.org/10.17507/tpls.0509.22>
- Olasehinde, K. J., & Olatoye, R. A. (2014). Self-regulation and Peer Influence as Determinants of Senior Secondary School Students' Achievement in Science. *Mediterranean Journal of Social Science*, 5 (7), 374-380.
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge, UK: Cambridge University Press.
- Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York, NY: Newbury House.
- Oxford, R. L., Cho, Y., Leung, S., & Kim, H. (2004). Effect of the presence and difficulty of task on strategy use: An exploratory study. *International Review of Applied Linguistics in Language Teaching*, 42, 1-47.
- Oxford, R. L. (2011). *Teaching and Researching Language Learning Strategies*. Harlow: Longman/Pearson Education.
- Oxford, R. L. (2016). The Strategic Self-Regulation (S2R) Model of language learning. In *Teaching and Researching Language Learning Strategies: Self-Regulation in Context* (First Edition). New York: Routledge.
- Oxford, R. L. (2017). *Teaching and Researching Language Learning Strategies: Self-Regulation in Context, Second Edition* (Second Edition). New York: Routledge.
- Panadero, E. (2017). A Review of Self-regulated Learning: Six Models and Four Directions for Research. *Frontiers in Psychology*, 8 (April), 1-28. <https://doi.org/10.3389/fpsyg.2017.00422>
- Pintrich, P. R. (1995). Understanding Self-Regulated Learning. In *New Direction for Teaching and Learning* (pp. 3-12).
- Pipattarasakul, P. (2018). The Journal of Asia TEFL Metastrategies Employed by Science and Engineering. *The Journal of ASIA TEFL*, 15(1), 66-81.
- Roboh, A. G., & Tedjaatmadja, H. M. (2012). *Affective Strategies Used by High Proficiency*, 80-85. Retrieved from <https://katakita.petra.ac.id>
- Rose, H. (2012). Reconceptualizing Strategic Learning in the Face of Self-Regulation: Throwing Language Learning Strategies out with the Bathwater, *Oxford University Press*, (December 2011), 92-98. <https://doi.org/10.1093/applin/amr045>
- Rose, H., & Harbon, L. (2012). Self - Regulation in Second Language Learning: An Investigation of the Kanji - Learning Task. *American Council on the Teaching of Foreign Language*, 46(Foreign Language Annals), 96-107. <https://doi.org/10.1111/flan.12011>
- Schmitt, N., & Tseng, W. (2006). A New Approach to Assessing Strategic Learning: The Case of Self-Regulation in Vocabulary Acquisition. *Applied Linguistics*, 27(1), 78-102. Oxford University Press. <https://doi.org/10.1093/applin/ami046>
- Scholer, A. A., Miele, D. B., Murayama, K. and Fujita, K. (2018). New directions in self-regulation: the role of metamotivational beliefs. *Current Directions in Psychological Science*, 27 (6), 437-442. <https://doi.org/10.1177/0963721418790549>
- Sholeh, M. M. Arifin. (2018). Lecturer Motivating Student to Realize Autonomous Learning; with Particular Reference to the Faculty of Islamic Studies, Universitas Islam, Sultan Agung, Semarang, Indonesia. *International Conference BKSPITIS, B(01)*, 74-85.
- Schwinger, M., & Otterpohl, N. (2017). Which one works best? Considering the relative importance of motivational regulation strategies. *Learning and Individual Differences*, 53, 122-132. <https://doi.org/10.1016/j.lindif.2016.12.003>
- Wang, C., & Pape, S. J. (2004) Self-efficacy Beliefs and Self-regulated Learning Strategies in Learning English as a Second Language: Four Case Studies. *The CATESOL Journal*, 16 (1), 1-19.
- Weinstein, C. E. (2009). *Strategic and self-regulated learning for the 21st century: The merging of skill, will and self-regulation*. Paper presented at the Independent Learning Association Conference, June 4.
- Winne, P. (2011). A cognitive and metacognitive analysis of self-regulated learning. In B.J. Zimmerman & D.H. Schunk (Eds.), *Handbook of self-regulation of learning and performance*, hal. pp. 15-32.
- Woodrow, L. 2005. 'The challenge of measuring language learning strategies,' *Foreign Language Annals*, 38: 90-100.
- Zimmerman, B. J. (2000). Attaining self-regulation: a social cognitive perspective. In M. Boekaerts, M. Zeidner, & P. R. Pintrich (Eds.), *Handbook of self regulation*. (pp. 13-39). San Diego, CA: Academic Press.
- Zimmerman, B. J. (2002). Becoming a Self-Regulated Learner: An Overview. *Theory into Practice*, 41(2), 64-70.