EFL Students' Self-Regulated Learning Strategies and Academic Writing Performance: An Overview

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Abstrak

Pengaturan mandiri telah menarik banyak perhatian dalam pembelajaran bahasa inggris sebagai bahasa asing. Telah diakui sebagai strategi, strategi belajar mandiri, menjadi bagian penting dalam pembelajaran Bahasa Inggris sebagai bahasa asing. Komponen strategi belajar yang diatur sendiri sebagai kontibutor independen terhadap kinerja tugas keterampilan bahasa tertentu seperti menulish telah banyak didokumentasikan. Penelitian telah membuktikan bahwa strategi belajar yang diatur sendiri sebagai alat yang memberikan asisten penting bagi kinerja menulis peserta didik. Selama proses penulisan, SRL akan mengaktifkan dan mempertahankan aspek, kognitif, metakognitif, dan perilaku sosial siswa. Strategi belajar yang diatur sendiri juga merupakan prediksi yang kuat untuk keberhasilan kinerja menulis siswa. Oleh karena itu, makalah ini berupaya untuk memberikan paparan tentang hubungan antara strategi belajar yang diatur sendiri dan kinerja menulis peserta didik apakah itu dapat mengarahkan mereka atau tidak. Saran untu penelitian di masa depan dan guru Bahasa Inggris atau dosen tentang bagaimana strategi belajar mandiri berinteraksi dengan kinerja siswa juga akan disediakan.

Kata kunci: *strategi belajar yang diatur sendiri, Bahasa Inggris sebagai bahasa asing, kinerja penulisan, perguruan tinggi.*

Abstract

Self regulatory strategies have attracted much attention in the field of language learning. Has been acknowledged as a strategy, self regulated learning strategies, becomes a sufficient tool in the learning of English as foreign language. The components of self regulated learning strategies as an independent contributor to task performance of certain language skills such as writing has been widely documented. Recent studies have proven that self regulated learning strategies manifest itself as a tool in which gives significant assistant for learners' writing performance. During the process of writing, the SRLs will activate and sustain the students' cognition, meta cognition, and socio behavioral aspects. SRLs also stand as a strong predictive to the success of students' writing performance. Therefore, this paper attempts to provide an exposé of the relation between self regulated learning strategies and learners' writing performance whether it can direct their performance or not. Suggestions for future research and English teacher or lecturer about how the components of SRLs interact with EFL' writing performance will also be provided.

Keywords: SRL strategies, EFL, writing performance, higher education.

INTRODUCTION

Recognized as a productive skill that must be mastered by students in higher education, academic writing has been repeatedly seen as hard to accomplish. It is believed as a demanding and challenging skill in the context of English as a foreign language (EFL) (Hyland, 2013; Anastasiou & Michael, 2013; Zhang & Guo, 2012; Negari, 2011; Ravelly & Ellis, 2004) because it is considered to have an important role in learners' achievement and construction of knowledge. Moreover, it is appraised as important skill because of the fact that individuals who enter higher education must write and publish final thesis or/and dissertation in which require them to review the literature (Boscolo, Arfe, & Quarisa, 2017). Additionally, in reviewing the literature, the ability to elaborate the sources or references critically is truly needed in order to support their academic writing which is sourced from journal articles, students' paper, reviewers, and books.

Most research has demonstrated that undergraduates must put great effort to achieve the success in completing various writing tasks. Moreover, they endeavor to sustain the acceptable standard of academic writing, especially in higher education level (Pineteh, 2013). It happens because write in academic context is indicated as an activity that has high complexity (Lea & Stierer, 2000; Bruning, et. al, 2013) which deals with some factors such as the environment where an individual do the tasks, motivation that an individual has in order to keep

her/his work, an individual's working and long-term memory and her/his cognitive process (Hayes, 2000).

Not only EFL learners, even experienced writers repeatedly wail the difficult and multifaceted aspects in writing, namely, plan before start to write, compose the ideas into written forms, evaluate what have been written, and revise what have been evaluated (Zimmerman & Reisemberg, 1997). In response to this issue, the employment of learning strategies done by the learners will provide assistance to their learning and improve their performance through its instruction (Chamot, 2004). Previous studies have been emphasized that EFL learners who utilize more strategies perform better on the given tasks (Oxford, 2017; Chamot, 2004). The previous studies showed that many process involved in the writing and the strategies used in writing are viewed as self-regulated learning strategies (Oxford, 2017, p.83). Thus, learners truly need to be aware of the strategy they use in order to enhance their writing performance and meet the demands and characteristics of the writing task.

Self-regulated learning strategies (SRLs) as mention before is believed can help students in nurturing their process of writing, so that they can perform better. Since it acquires them to activates, maintains and accommodates their cognitive, affective and behavior to reach their learning goals which include the interactions between individual, behavioral, and environmental aspects (Zimmerman, 1986). Furthermore, this aligns with the problem where in creating a lengthy text; a writer is obligated to regulate cognitive, meta-cognitive, motivational and linguistic processes (Boscolo & Hidi, 2007). Thus, this paper will focus on how self-regulated learning strategies can pilot learners' writing performance. First, it starts with a brief explanation of what makes writing is importance and the process within writing. Second, it continues with the conceptualization of SRLs in academic and EFL writing context. It follows with synthesis of recent studies in this field, especially in higher education level. At last, after over viewing the recent studies, it proposes some suggestion that hopefully can benefit both, EFL learners and English educators and instructors.

THE IMPORTANCE OF WRITING

As the purpose of writing course in the tertiary level, to have ability to write academically must be conquered by the undergraduates. It is acknowledged as a crucial skill that must be accomplished by the learners because they have to be able to fulfill a certain task to graduate (Samanian & Roohani, 2018). In real life context, individuals especially those who enter higher education area truly need excellent writing skill for the sake of maintaining their professional development.

Moreover, writing has been one of productive skills that acquire learners to learn rather than be taught because learners have to utilize and construct the components in writing by their selves. In gaining the information and references or sources, learners autonomously choose the appropriate one for supporting their essay or paper. In this case, learners have to enclose the ability to decide in which certain references will be useful for their writing (Fadda, 2012). As a productive skill that lies atop the pyramid of language skills, writing is perceived as a challenging and demanding task to be done, and those make learners must control and recheck their writing progress in order to fulfill the demand of both, writing/study skills and build a sustainable writing process (Cassidy, 2011).

In tertiary level, writing especially for academic purposes plays an innermost part, so that a learner could nurture her or his career progression and construct their knowledge. Early studies have shown continually that writing for academic purposes is considered as hard to accomplished and language learners must work hardly to succeed various writing tasks and demands (Bazerman, 2013; Lea & Stierer, 2000: Bruning, et. al 2013). Additionally, problems are raised and worsen because of their incapability to pilot their progress in writing their paper. Therefore, this condition can be fixed by equipping students with learning strategies, especially in learning to write. Therefore, learners must put extra attention to their progress in creating a lengthy text and be empowered by writing strategies, so they can complete their goals.

Academic Writing

In the university level, as students have received basic writing during their primary and secondary schools, an academic writing is perceived as challenging to be fulfilled. Academic writing is the kind of writing which is formal, so the use of slang, abbreviations, and incomplete sentence is not acceptable (Oshima & Hogue, 2006). Moreover, the way of writing must be fulfilled with complete sentences and well-organized in certain way. It has been one of the compulsory subjects in tertiary level that is also believed as a product of mind which combines mental and cognitive activity (Fadda, 2012). The condition where a learner works alone in her/his essay writing with certain environment surrounding has made the image of writing as an activity that acquires learners' mental and cognitive aspects. In expressing ideas in written forms, it acquires to start with paragraph then construct it into a lengthy text. One of the fundamentals of academic writing is the ability used by the learners to determine relevant references (Fadda, 2012) then take advantages of others' ideas to support their essay then compile them and produce their own voice. A greater challenge that appeals is how the students

become skillful in choosing and integrating the sources to support their academic work appropriately (Craig, 2013). Additionally, writing academically can be called as demanding and challenging because it acquires learners to produce an academic paper which syntactically correct, semantically adequate, and culturally suitable (Alsamadani, 2010).

The Process of Writing

As known to be a complex activity, the process of writing consists of some points that must be taken into account. The complexity and overlapping dimension of writing process involve some factors that need intensive and time consuming work (Bruning, et. al. 2013). Moreover, the process of writing embraces the arrangement of three major aspects (Rahmat, 2020); planning, composing, and revising (Flower & Hayes, 1981). In planning stage, learners construct their ideas and systematize them into a writing plan. After that they create formal sentences as a mean to be part of their writing draft in composing stage. Then, they monitor and evaluate their draft in attempt to enhance the quality of their essay.

To start writing an essay, learners, at least, need to deem three things; how they embody their knowledge, how they generate the source of knowledge, and how they employ the strategies in writing (Flower & Hayes, 1986). Later on, in transferring the writing plan into a draft needs a great work because they must arrange their ideas which can be stored in auditory form, linguistic form and image form. As they composing their ideas into paragraphs, their current process and progress are monitored by them (Flower & Hayes 1981). Moreover, monitoring their process here weighs as strategies they use in completing their writing task. Unfortunately, problems appear as the learners are lacking the skill to maximize the revision process in effective way. Thus, given that writing as a challenging and complex activity, the three phases that involved obligate learners to orchestrate strategies to ease their difficulties in finishing the writing task.

SELF-REGULATED LEARNING

The theory of self regulated learning is originally evolved in the social cognitive field designed by Bandura in 1997. As in the core of the theory, there is where the idea of "reciprocal determinism" is claimed which results that learning must be related to learners' personal, environmental, and behavioral factors. Every factor has its own field in which personal factor will deal with an individual's belief and attitude that influence his/her way of learning. Whereas, some issues related to how a learner could be taught with a good quality of learning instruction, how an

educator could give constructive feedback, how the access to information will be well-provided, and how the help from more proficient pals during the process of writing are considered as environmental factors where the external factors mostly take into account. The last, behavioral factors comprise the effect of prior performance and how they behave towards their learning. It is stated that all three factors are influence one another and give mutual relation to support learners' learning performance (Bandura, 1997). According to this phenomenon, experts endeavor to develop the SRL theory in which claims that the learning process is determined by the various interactions between those three factors including students' cognition, metacognition, and motivation (Zimmerman, 2000).

One of the most influential experts that contributes in expanding the SRL theory is Barry J. Zimmerman whom findings are widely known to remain relevant from 1980s up to now (Panadero, 2017). Different kinds of models are developed to supply the conceptual framework of self-regulated learning (Smitzmann & Ely, 2011), and it heads to a superimposed empirical result which indicates that they significantly influence each other. It has been considered as the media in which learners manage their beliefs, feelings and actions in achieving satisfying academic outcomes.

Self-regulated learning transforms psychological abilities into a task-related academic skill which refers to a self-directed process where they can control their process in achieving better learning outcomes. It is also known as a way of how students can complete their tasks by learnt through their experiences and self-reflection (Pintrich, 1995). Additionally, it is acknowledged as a process which helps the students to control their thoughts, behaviors, and emotions, so that they can succeed to direct their experiences in learning new things. It only occurs when an individual purposefully navigate the process of attaining the information and/or ability through actions and processes (Tadlock & Roberts, 2015). Furthermore, the model of SRL that believed match with the needs of EFL learners is proposed. It consists of three cyclical phases known as forethought or planning, performance or auditing, and self-reflection or evaluating that can be implemented toward the learners (Zimmerman, 2002).
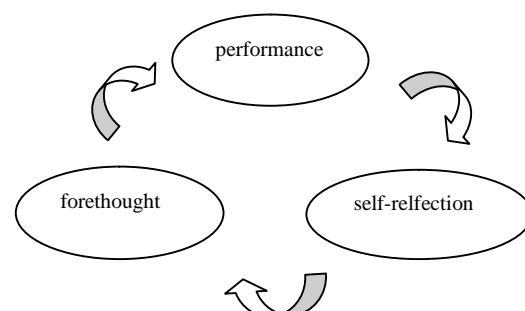
Figure 1. Three cyclical phases by Zimmerman in 2002.

THE IMPLEMENTATION OF SRLS IN ACADEMIC WRITING COURSE

The implementation of self regulated learning strategies in writing course can be done in three cycling stages, namely forethought stage, performance stage, and self-reflection stage. In every stage, undergraduates will do different activity, but link to each other.

First of all, during the forethought or planning phase, EFL learners cope with their writing assignment and set specific goals to complete the task. Unfortunately, learners usually struggle to choose the best way in approaching the task and setting the most appropriate goals, when they encounter unfamiliar topics. So, in this stage, they often get the help from teachers or / and experienced peers in selecting effective approaches in this case.

Later on the auditing phase, students use techniques to improve their writiing process and track the success of these approaches and their encouragement to continue progressing towards the goals of the project. They will activate their cognition and meta cognition to support their work. Moreover, their ability to take advantages of their environment will also give them assistance in completing the goal. Unfortunately, students often resort to using more familiar — and likely inadequate — strategies when they are novel. Although taking the time to study and learn the new technique could lead to successful results, the use of their fall-back approach by students is likely to leave them to their training with a substantially fewer effective means. Moreover, audit from teacher or educator and constructive feedback in writing process are believed to give students' assistance to embrace the use of new strategies with fluency, especially for students who encounter writing difficulties.

In the last stage, students measure their success on coping the challenges in the final analysis of writing performance with respect to the efficiency of the techniques they selected. During this stage, they are also obligated to control their emotions about the experiences they have encountered during the learning. Then these self-reflections affect strategic plans and aspirations for students, starting the process to restart. These three cyclical phases in self- regulation are employed by students' through integrating their cognitive, meta-cognitive and socio-behavioral strategies that include in SRLs.

However, research related to the employment of strategies to learn a foreign language has overly been conducted (e.g. Guo et al., 2018; Li & Qin, 2006) which results various instruments to quantify strategies, especially in language learning context. Moreover, the Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) has recognized as repeatedly used strategies up to now. It measured both direct language-learning strategies (i.e., cognitive, memory, and compensatory strategies) and indirect language learning strategies (i.e., meta-cognitive, affective, and social strategies). None of the mentioned strategies before has developed under the theory of self-regulation, and none of them reflects the three cycling phase of self-regulation, namely, forethought, performance, and self reflection (Zimmerman, 2000). However, not all language learning strategies are self-regulatory, but SRLS are strategies (Chen, Wang & Kim, 2019). In short, the self-regulation process consists of EFL learners' cognition, motivation, and socio behavioral factors that a learner have already had and experienced (Zimmerman, 2000; Paris & Paris, 2001; Teng & Zhang, 2017), and its existence is surely benefits the EFL learners.

Cognitive Strategies

Cognition is considered as the main components of what it means to be a self-regulated learner (Pintrich 2004). It is the students' ability to process the information they got and to enhance their knowledge in completing the numerous writing tasks. Teng and Zhang (2017) identified two strategies that include in this category, namely, text processing and course memory. These two strategies deal with learners' cognition level. Students' ability in employing their knowledge about the components of writing, namely, organization, grammar, vocabulary, and mechanics (Brown, 2003) shows that they have to activate their cognition in order to work with those aspects and maximize the way they process the text in appropriate way. Moreover, in dealing with the information or knowledge that they gained during the learning process, students work with their memory and understanding about their writing course.

Meta-cognitive Strategies

Meta-cognitive strategies include skills that they use to control and regulate their own cognition and the cognitive resources that they can apply to meet the demands of particular tasks (Oxford, 2013). It consists of three stages; planning, monitoring, and evaluating. In the first phase, planning, learners choose the most suitable approach in completing their task. It depends on the goals that they want to achieve, so the selected approaches must support their learning. Next, after the learners implement or use the approaches, they come to the monitoring phase where they can track their improvement in the learning process. When learners encounter difficulties in reaching their

goals even after they apply their most appropriate approaches, they have the ability in changing the methods they use in learning. Then, learners come to evaluate their learning upon implementing and changing into different approaches to fulfilling their goals. Research has demonstrated that successful learners will activate their meta-cognitive aspect to achieve their goals. For instance, the purpose of students' writing will differ based on their proficiency; the more proficient students will express their purpose to convey and communicate their ideas to readers while less proficient students will focus purposely to achieve a grammatically correct and error free writing (Kasper, 1997).

Socio-behavioral Strategies

Social behavioral strategies are related to individuals' ability in directing their behavior towards their learning under the influence of external factors; such as contextual learning process and the environment where they learn (Zimmerman and Risemberg 1997). Additionally, it grows significantly with the support of social mediation, of both students-students interaction and students-lecturer interaction. It results an interactive social relationship which is beneficial to enhance learners' effort and engagement in learning the foreign language (Schunk and Zimmerman, 2008). The interaction between learners and lecturers; and learners and more proficient peers includes the process of giving feedback and asking question about what learners do not understand. Teng and Zhang (2017) exhibited that peer learning and feedback handling as the strategies that include in socio-behavioral strategies.

SRLS IN ACADEMIC WRITING

Zimmerman and Risemberg (1997) defined self-regulation in writing as the "self-initiated thoughts, feelings, and actions that writers use to attain various literary goals, including improving their writing skills as well as enhancing the quality of the text they create". They have to "negotiate rules and mechanics while maintaining a focus on the over-all organization, form and features, purposes and goals, and audience needs and perspectives" (Harris, Graham, Mason & Saddler, 2002, p.110). This is probably due to the increased performance of cognitively demanding tasks in which it is necessary to use more definite strategies (Dignath and Büttner, 2008).With such a demanding and effortful task, proficient writers tend to orchestrate numerous self regulatory strategies to pilot and regulate the complex nature of the writing process (Zimmerman & Risemberg, 1997). Oxford (2017) also claimed that self-regulated learning granted assistance for students to

become effective in writing and to experience more control over their learning (p.281).

Previous research has suggested positive relationships between learners' SRLs and writing performance (Teng & Zhang, 2017; Sun & Wang, 2020; Ching, 2002; Teng & Zhang, 2019). Sun & Wang (2020) found that 319 second year students recorded an infrequent utilization of SRLs in the writing course, but it contributes significantly to the prediction of their performance in writing course. Moreover, by the intervention of SRLs in their writing course, undergraduate students successfully widen higher cognitive levels, actively promoted the use of strategies in their writing, become more self-efficacious learners by regulating their performance, and boosted the quality of their writing performance (Teng & Zhang, 2019). Ching (2002) asserted that self regulated learning strategies were indicated having mutual relationship with learners' knowledge related to their English writing. Furthermore, some research has shown that more proficient learners in writing tended to use certain categories of the strategies (Li & Qin, 2006). For instance, as stated by Teng & Zhang (2017), meta-cognitive strategies from the categories are more preferable rather than the other categories by experienced learners. Additionally, Ablard & Lipschultz (1998) claimed that high achieving students experienced the enhancement of goal mastery in their learning as the use of self regulated strategies is high. Lastly, the findings that obtained from Li & Qin (2006) claimed that the use of meta-cognitive and cognitive strategies in the SRLs mechanism was found frequently used by high achiever learners only.

RELATIONSHIP BETWEEN SRLS AND ACADEMIC WRITING PERFORMANCE

While earlier sections have defined and conceptualized self regulated learning theory and self regulated learning strategies specifically in academic writing context, the presentation of previous studies is needed to give overview to the readers and clarify the relationship of SRLs' components with academic writing performance. To date, the findings of Teng and Zhang's (2017) study found that SRLs mediated motivational regulation strategies in which inserted with the other components of SRLs not only directly and indirectly influenced students' writing performance, but also had significant relation with SRLs' components (cognitive, meta cognitive and socio behavioral strategies) used by the learners. Moreover, they argued that the cognitive and meta-cognitive strategies were found to be significant mediators while socio behavioral strategies acknowledged as less significant in this model. Their research concludes that the enclosure of SRLs model contributes to the body of knowledge

where it clears the understanding of L2 writing processes within the SRL field for enhancing writing outcomes. To be able to arrive in such conclusion, 512 EFL undergraduate students in China participated in this study. They were undergraduate students range from freshmen year to senior year with average 10.45 years experienced of learning English as foreign language. They were voluntarily completing a self report questionnaire that widely known as Writing Strategies for Self-regulated Learning Questionnaire (WSSRLQ) developed by Teng and Zhang in 2016a. From the items in the questionnaire, they claimed that the components within SRLs were significant predictors to reach satisfactory writing outcomes even though learners were infrequently using the strategies.

Additionally, Teng and Zhang's (2017) study is also supported by the findings found in Sun and Wang's (2020) research, they affirmed that even though SRLs were reported infrequently used by the learners, it significantly influenced an individual's success in writing course. Not only sustain the result form Teng and Zhang's research, Sun & Wang tried to figure out more specific domain in the SRLs mechanism through different perspectives. After scrutinized the status quo of EFL students' writing self efficacy and writing SRLs through distributing sets of questionnaires to 319 Chinese students in which purposely examined their self-efficacy in writing and their use of SRLs in writing, Sun & Wang attempted to invent how both of them could affect learners' writing performance if learners' socio-economic status (*SES*) and gender were controlled. It is found that there were no gender differences in writing proficiency, but there were gender differences in self-efficacy in writing. It means that after controlled students' gender there was no difference between female and male students in terms of their writing self-efficacy and SRLs used. This result an inconsistent findings with the previous research in this field. Pajares and Valiante (2001) and Andrade et al., (2009) are favoring that female students achieved better writing outcomes supported by higher self-efficacy and self regulated learning strategies frequently used than male students. Moreover, after controlled the socio-economic status of the learners, it is indicated that the difference *SES* affected students' writing scores. Thus, it is recommended to conduct and expand more comprehend future research to clarify the inconsistency result in the recent studies found.

Another study that researcher believes as worth referenced for present study is the research that has been done by Teng & Zhang (2019) entitled *"Empowering learners in second/foreign language classroom: Can self-regulated learning strategies-based writing instruction make any difference?"* By conducting a longitudinal, quasi-experimental research, they found that the intervention of self regulated learning strategy instruction given to the experimental group indicates an increasing writing performance. The control group showed they got outperformed by the experimental group without the intervention of self regulated learning strategies instruction within five months treatment. It is seen from the large effect size in the post and delayed test. Teng & Zhang claimed that the experimental groups become more active in applying the strategies during the writing course. Moreover, there is a high rising of students' awareness to direct and echo their learning process; therefore, they could obtain satisfying writing outcomes. To conclude, the intervention of SRLs in the students' L2 writing context successfully nurtured learners' higher level of cognitive engagement, empowered learners to proactively utilize the strategies and achieved higher writing outcomes.

Having proven as a highly relevant and valuable concept in tertiary level, self regulated learning strategies manifest themselves as a result of mutual relationship with learners' academic achievement especially in writing. How the elements of self regulated learning strategies interact with students' writing process has been proved that it gives significant contribution. The recent studies that have been mentioned before were taken place in China; however researcher does believe that this concept can be applied to any country which learns English as a foreign language. Even though, the result of the study could varied; it is possibly caused by the different cultures, socio-economic status and etc. Moreover, it is also possible that the components of self regulated learning strategies that influence learners' process in writing could differ. For instance, according to Sun & Wang's (2020) study, it was indicated that learners rarely used goal setting, planning strategies and reviewing the strategies they used. Moreover, the result of Asmari's (2013) study showed that students were tend to use more strategies during the writing rather that before writing. More proficient students were also found invested more time in planning and revising phases of writing rather than formulating phase Roca de Larios et. al (2008). However, researcher recommend planning strategies in writing class to enhance students' writing performance (Sun & Wang, 2020) because it is believed in composing a lengthy text planning strategies must come first.

CONCLUSION

To conclude, after over viewing the literatures and current studies, it is believed that Self-regulated Learning Strategies is a valuable concept in the learning of English as foreign language. This article has elaborated and provided evidences that support SRLs in the writing course.

SRLs consist of three phases including forethought, performance, and self reflection. In every phase, EFL learners utilize their cognition, meta cognition and socio behavioral in completing the writing task given. It purposes to be able to control and monitor learners' writing progress, so they can achieve more satisfying writing outcomes.

There is a reciprocal relationship between the SRLs and students' writing performance since SRLs field is under the theory of socio cognition by Bandura (1997), and writing process is a cognitive process by Hayes (2000). It has been proved by previous research in which continuously shows the self regulated learning strategies and students' writing performance are positively connected and it benefits the students. By the implementation of self regulated learning strategies, students can monitor and pilot their writing process in which affect their performance positively. The regulation of strategies also gives students' more opportunity to control their own learning. As stated by Oxford in 1997, the more utilization of strategies will make learners achieve more satisfying result. Thus, it is important for English educators and instructors to equip their students with an excellent instruction about how the use of self regulated learning strategies in the writing course can benefit learners' writing performance.

SUGGESTION

Given the explanations and facts about how beneficial the concept of self regulated learning strategies in higher education context especially in writing course in which nurture learners' writing performance, the suggestions that I can propose especially for EFL learners, English educators and instructors, and future research in this field.

Research has confirmed that the utilization of strategy in foreign language learning gives significant contributions to ease EFL learners' difficulties and assist them to achieve better outcomes. As this paper has examined how self regulated learning strategies influenced students' writing performance in academic context and how SRLs and their writing performance are positively correlated, researcher hopes that the students can maximize their effort to activate and actively sustain their use of the strategies. Moreover, the role of teacher or lecturer is essential to give exposure about the strategies to the students and give clear and good instruction to students, so they can implement the strategies in effective and appropriate way.

Previous section has scrutinized the recent studies that contribute to the body of knowledge. However, the findings show some inconsistency between one and another (e.g Pajares and Valiante, 2001; Andrade et al., 2009; Sun & Wang, 2020). The present study should be clarified the contradictory result in order to solve the discrepancy. Additionally, it also noted that self regulated learning strategies development optimistically will be valuable key step for future study. By using the self regulated strategies development model, present research would be willing to distribute the excellent curriculum and instructional materials to the institutions who want to take a part of the study.

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