

**THE CORRELATION BETWEEN SELF-REGULATION AND WRITING
ACHIEVEMENT OF THE SIXTH SEMESTER STUDENTS OF ENGLISH
EDUCATION STUDY PROGRAM OF UIN RADEN FATAH
PALEMBANG**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirements to get the title of Sarjana
Pendidikan (S. Pd)**

By

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Kepada Yth.

Bapak Dekan Fakultas Ilmu Tarbiyah
dan Keguruan UIN Raden Fatah

Palembang

di

Palembang

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul "THE CORRELATION BETWEEN SELF-REGULATION AND WRITING ACHIEVEMENT OF THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF UIN RADEN FATAH PALEMBANG", ditulis oleh saudara Dita Listiorini (12250033) telah dapat diajukan dalam sidang munaqosah Fakultas Ilmu Tarbiyah dan keguruan UIN Raden Fatah Palembang. Demikianlah terima kasih.

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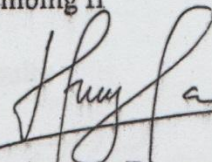
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DEDICATION AND MOTTO

DEDICATIONS

This thesis is dedicated to:

- ❖ Allah SWT, who has given the greatest love for me that can make me strong and patient to reach the summit of this thesis and my beloved Rasulullah Muhammad SAW, who always be my leader.
- ❖ My beloved parents, Bapak (Suwanto) and Ibu (Rinda Widiasih) who always give their love, patience, cares, support, motivation, prayer, and everything they give to me.
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- ❖ All students of UIN Raden Fatah Palembang
- ❖ All of the people who help me whose name cannot be mentioned one by one.

MOTTO

“Do the best, be good, then you will be the best”

STATEMENT PAGE

I hereby,

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State that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the result of my observation, process and thought with the guidance of my advisors.
2. The thesis that I wrote was original and has never been handed in for another academic degree, neither at UIN raden Fatah Palembang not other Universitas.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the of cancellation of my magister degree that I have received through this thesis.

Palembang, September 2017

The Writer

Dita Listiorini
12250033

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The writer,
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ABSTRACT

This research was aimed to describe the correlation between self-regulation and writing achievement. The method used in this research was correlational research. The population of the research was the sixth semester students of English Education Study Program of UIN Raden Fatah Palembang. There were 103 students from four classes as the population in this research. 81 students were chosen as the sample by using total sampling. Furthermore, there were two variables in this research, the first one was self-regulation (variable X) and the second one was students' writing achievement (variable Y). The students self-regulation score was taken from Motivated Strategies for Learning Questionnaire (MSLQ) provided by Pintrich. Meanwhile, the students writing achievement was taken from writing essay test. Based on the data analysis, it was found that the r -obtained (0.011) was lower than r -table (0.2185). Then the level of probability (p) significance (sig.2-tailed) was 0.919. which means that p (0.919) was higher than 0.05. Therefore null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. From the research finding, it could be concluded that there was no significant correlation between self-regulation and writing achievement. It means that students' self-regulation was not a dominant factor that affects writing achievement.

Keywords: *Self-Regulation, Writing Achievement*

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LIST OF DOCUMENTATION

1. Copy of Student's Card
2. Copy of Payment Receipt
3. Copy of Diploma
4. The TOEFL Certificate
5. The Advisor Approval
6. Copy of Transcript
7. Proposal Consultation Card
8. Title Approval
9. Copy of Computer, KKN, BTA, INTENSIVE, and OSPEK certificate
10. Result of Comprehensive Exam
11. Thesis Consultation Card
12. Revision Consultation Card
13. Result of Munaqasyah Exam

CHAPTER I

INTRODUCTION

This chapter presents: (1) background; (2) research problems of the study; (3) research objectives of the study; and (4) significance of the study.

1.1. Background

Writing is considered as one of the important mediums of communication which may cross space and through time (Fromkin, Rodman, & Hyams, 2013, p. 527). In educational context, Harmer (2004, p. 3) puts forward that “writing proficiency” is still being used as the main instrument to measure students’ knowledge in most exams, whether to test “foreign abilities” or other skills. Similarly, Brown (2000, p. 340) affirms that writing reflects students’ knowledge about what they have learned. Moreover, writing also is integrated to reading and listening as guidance during the process to understand and organize idea (Richards, 1990, p. 100)

Writing English is not a “simple matter” because when one is writing, they demonstrate not only their competence or their ability in grammar of English, but also their knowledge in the acceptable English rhetoric or the communicative aspects of writing in English (Gibbons and Cummins, 2002, p. 52). Writing is one’s important skill to communicate to wider audience in writing forms. According to Istiqomah, Raja & Kadaryanto (2011, p. 2), writing is unspoken communication and it is one of ways to ideas that involve many aspects such as grammar, vocabulary, idioms and so on.

Moreover, writing is one kind of the activities done by the language learners and it is one of the productive skills (Harmer, 2007, p. 265). It displays a variety of features which can be observed within the sentence at the level of grammar, and beyond the sentence at the level of text structure (Nunan, 1999, p. 275).

Regarding this idea, Saddler, Moran, Graham & Harris (2004, p. 3) wisely remarks that, a good writing is not only a hard work; it is an extremely complex and challenging mental task. It means that to understand and to master the writing need a hard work and mental readiness as the helping to take a part in the world of writing. Furthermore, Sturm and Koppenhaver (2000) also inform that composing for writing involves a complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription. Therefore, writing is not an easy activity and to master the writing is not easy too.

Specifically, writing is often considered as the most difficult and complex activity among the four language skills in English. It is supported by Seyabi & Tuzlukova (2014, p. 41) who describe five main types of writing problems: (1) deciding how to start an essay/paragraph,(2) not knowing how to write a correct English sentence. (3) putting the ideas together in a coherent way, (4) choosing the right vocabulary to express their ideas, and (5) not having enough ideas about the topics that their teachers ask them to write about. Writing assists people to learn how to form language, how to spell, and how to put the idea together in a good plot. It becomes one way to enable

people to express their thoughts to other. Therefore, writing deals with the interpersonal communication which exists in the reflection of what people are thinking (Brown, 2007, p. 335; Harmer, 2004, p. 112). Thus, writing is not just a speech written down. It is necessary to make written texts full of information, than spoken texts, for there is no chance of adding information (Gibbons and Cummins, 2002, p. 52).

However, college students still have problems in writing. A study conducted by Alwasilah (2004) which involves 179 EFL students at Universitas Pendidikan Bahasa found that 48% respondents reported that writing has been neglected in the national education from elementary to college and that writing lesson and courses have failed to provide the students with writing skill. In fact, Alwasilah (2004, p. 2) add that the lecturers seldom ask students to practice writing in class because it is time consuming to correct and give feedback to their students' compositions such as making students' papers, offering revision and feedback on language errors. Similarity, a study conducted by Bagus (2015, p. 275) argues that over 50% college students still can not express their ideas especially in expressing their thought and arguments in writing forms correctly. Another factors which renders writing more difficult than other skills is the fact that writing is more than an individual effort than speaking, and it is more rule bound and therefore error-prone (Sahin & Genc, 2015. p. 211).

One of the factors that influence students writing is self-regulation (Kitsantas and Zimmerman, 2002). According to Zimmerman (2002), self-regulation is defined as ones' ability to devise thoughts, feelings, and actions

which result in obtaining their goals. Self-regulation is a process of taking control of and evaluating one's own learning and behaviour. Self-regulation involves monitoring, management, and control of cognition, motivation, behaviour, and environment in order to achieve self-set goal (Wolters et al., 2003). Duckworth, Akerman, MacGregor, Salter, & Vorhaus, (2009, p. 631) suggest that self-regulation is not just resisting impulses or regulating the concentration; rather it involves “setting goals for learning, attending to and concentrating on instruction, using effective strategies to organize, code and rehearse information to be remembered, establishing a productive work environment, using resources effectively, seeking assistance when needed, holding positive beliefs about ones' capabilities, the value of learning and the outcomes of actions, as well as experience, pride and satisfaction with ones' efforts”.

When a writer can adapt his/her own strategies according to some requirements such as changing tasks, audience, and intrapersonal states, they become self-regulated (Magno, 2011). Each stage in the writing composition stage requires the individual motivation in tasks and processes as well as specific self-regulation components such as memory strategy, goal-setting, self-evaluation, seeking assistance, environmental structuring, responsibility, and organizing (Magno, 2011). These components of self-regulation that can be useful in any task such as writing were identified in the studies of Zimmerman and Martinez-Pons (1986; 1988; 1990). The self-regulated strategy shift to learning processes and strategies to outcomes makes the results of learning more positive. This theory suggests that learning

approaches as processes can be used to help writers become self-regulated. There are several reviews indicating a host of process to outcome shift or from learning approach to self-regulation. Lenski (1998) showed that writing involves planning, translating, executing, evaluating, and revising. The steps on planning, translating, and executing reflects learning approaches since it involves generating ideas, converting ideas into words, and writing the content. Writing well in another language would require more and higher cognitive skills to be able to write well.

Based on the informal interview with the sixth semester students' of UIN Raden Fatah who have taken all of the writing courses, some students felt hard to write because they felt difficult to develop the topic and they often got stuck in the middle of writing. Thus, it is caused by boredom and stress in composing their writing. Moreover, most of them did not know the steps of writing. Beside that, some students felt that their English competencies, such as vocabulary and grammar need to be improved. Furthermore, most of students do not know the importance of self-regulation towards their writing. Therefore, it is important to illuminate the students' self-regulation and their writing achievement.

Some studies have examined the relationship between self regulation and writing. Previously, those studies have revealed and found that the self-regulation has some relationships with the language proficiency and has some effects to the writing ability (Alsamadani, 2010; Mehrabi, 2016). On the contrary, Farsani, Beikmohammadi and Mohebbi (2014) found that there was

no correlation between self-regulation and writing performance of Undergraduate Iranian EFL Learners.

Based on the explanations above, to find out and reveal the further information and empirical evidence about the problems, particularly self-regulation in relation to writing ability, this study were conducted.

1.2. Problems of the Study

This study attempts to answer the following research questions:

1. Is there any significant correlation between self-regulation and writing achievement of the sixth semester students of English Education Study Program of UIN Raden Fatah Palembang?
2. Does self-regulation significantly influence writing achievement of the sixth semester students' of English Education Study Program of UIN Raden Fatah Palembang?

1.3. Objectives of the Study

As previously mentioned, this study is aimed at obtaining two following objectives.

1. to find out if there is a significant correlation between self-regulation and writing achievement of the sixth semester students of English Education Study Program of UIN Raden Fatah Palembang?
2. to find out if self-regulation influences writing achievement of the sixth semester students or not of English Education Study Program of UIN Raden Fatah Palembang?

1.4. Significance of the Study

This study is expected to provide some significance to the following parties:

1. Students

The result of this study is expected to provide the students of English Education Study Program of UIN Raden Fatah Palembang new information from writing and can increase their self-regulation so that the students could devise thoughts, feelings, and actions in doing something especially in writing to achieve higher scores in the writing achievement.

2. Lecturers

The result of this study is expected to be useful for the lecturers, to provide information on the level of students' self-regulation and to help the students to increase students' level of self-regulation,

3. The researcher herself

This study is expected to be useful for the researcher herself to add her knowledge about self-regulation and writing achievement and improve her knowledge in conducting educational research, especially the correlational research.

4. Other researchers

The result of this study is expected to be useful for other researchers as source and consideration to carry out any further studies in the same field.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) correlational study, (2) concept of self regulation, (3) concept of writing achievement, (4) self-regulation to writing achievement, (5) previous related studies, (6) hypotheses, and (7) criteria for testing hypotheses.

2.1. Correlation Research

Fraenkel, Wallen, and Hyun (2012, p. 331) state that correlation is used to investigate the possibility or relationships between two variables, although sometimes investigation of more than two variables are common. Furthermore, a numerical index that provides information about the strength and direction of the relationship between two variables is called as correlation coefficient. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal -1.00, the correlation is called perfect. In addition, positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in opposite direction-as one variable goes up, the other tends to go down, and vice versa.

Lodico, Spaulding, and Voegle (2010, p. 284), provide correlation coefficient which can be seen in the following table:

Table 1
Correlation Coefficient

Interval Coefficient	Level of Correlation
0-.19	No or weak relationship
0.20-0.34	Slight relationship
0.35-0.64	Moderately strong relationship
0.65-0.84	Strong
0.85-1.00	Very strong

(Source : Lodico, Spaulding, and Voegtle (2010, p. 284)

Creswell (2012, p. 340) states that there are two primary types of correlational research design; explanation and prediction. A correlational design in which the researcher is interested in the extend to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other, it can be called as explanatory research design. That is, where changes in one variable are reflected in changes in the other. Explanatory design consist of a simple association between two variables or more then two. Creswell (2012, p. 340) demonstrates that the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group-one for each variable, report the use of correlation statistical test (or an extension of it) in the data analysis, and the last, the researcher will make interpretations or draw conclusions from the statistical test result.

Creswell (2012, p. 341) argues that prediction design is used to identify an outcome or criterion. In this form of research, the investigator identifies one or more predictor variable and criterion (or outcome) variable. Therefore, a predictor variable is the variable will use to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted. Creswell (2012, p. 341) shows that the characteristic of this design are that the researchers typically include the word “prediction” in the title or research question, measure the predictor variable(s) at one point in the time and the criterion variable at a later point in time, and forecast future performance.

2.2. The Concept of Self- Regulation

Self regulation is one’s ability to control our self to obtain their goals. According to Pintrich's (2000), there are four regularly cognitive recurring cycles of self - regulation. The first cycle deals with planning, goal targetting and also assessing the presupposition related to approaching a task. The second cycle involves a different self-monitoring process indicating cognitive self-awareness and personal learning strategies. The third one is related to the different dimensions of self-control/regulation and the task in situations. In cycle four, one's reactions or reflections of the process are revealed.

Pintrich (2000) argues that there are two components of self-regulation that could influence EFL students’ academic tasks, including writing task. First is motivation that involves goal orientation, task value, expectancy components, and affective components. Second is learning strategy style that involves cognitive or metacognitive strategies (rehearsal,

organization, elaboration, critical thinking), resource management strategies (time management, environment management) and resource management (effort regulation, peers, help seeking).

In order to achieve self regulation, Zimmerman (2002) proposes three recurring stages for self-regulation process including forethought (premeditation), performance (implementation) or volitional control (decision making control). The first stage is associated with those activities done earlier than learning; e.g., students' motivation, self-efficacy, goal setting and planning. In the second stage, the learner concentrates upon the task to increase this/her performance; e.g., careful attention, taking notes and monitoring. At this stage, students compare their performance with the standard or goal and try to find the reason of the differences if any. The last stage refers to the results of previous stages. It is the applications of what the students get in order to achieve their goals.

Self-regulation is the ability to develop, implement, and flexibly maintain planned behavior in order to achieve one's goals. According to Bandura (1986), learners need to pass through three processes to be self-regulated: self-observation, self-judgment and self-reaction. Furthermore, Zimmerman (2002) states that self-regulation is defined as one's ability to device thoughts, feelings, and actions which result in obtaining their goals. It can be concluded that self-regulations is the ability of one's self to control to achieve goals, in terms of habit, willingness, ability.

According to Zimmerman (2002) there are some aspects that could affect students self-regulation related to motivational components. Starting

from expectancy components, value components, and affective components. While related to learning strategy, self-regulation consist of cognitive or metacognitive strategies and self management.

However the two theory has some similar in terms, when the second theory separated the components into more generally, the first theory divided the components more specifically.

2.4. The Components of Self-Regulations

2.4.1. Motivation

2.4.1.1. Value Components: Intrinsic Goal Orientation

Goal orientation refers to the student's perception of the reasons why the students are engaged in a learning task. Goal orientation refers to student's general goals or orientation to the course as a whole. Intrinsic goal orientation concerns the degree to which the student perceives herself to be participating in a task for reasons such as challenge, curiosity, and mastery (Pintrich, 2000). Having an intrinsic goal orientation towards an academic task indicates that the student's participation in every task is an end all to itself, rather than participation being a means to an end.

2.4.1.2. Value Components: Extrinsic Goal Orientation

According to Pintrich (2000), extrinsic goal orientation complements intrinsic goal orientation, and concerns the degree to which the student perceives herself to be participating in a task for reasons such as grades, rewards, performance, evaluation by others, and competition. When one is high in extrinsic goal orientation, engaging in a learning task is the means to an end. The main concern the student has is related to issues that are not

directly related to participating in the task itself (such as grades, rewards, comparing one's performance to that of others). Again, this refers to the general orientation to the course as a whole.

2.4.1.3. Value Components: Task Value

Task value differs from goal orientation in that task value refers to the student's evaluation of the how interesting, how important, and how useful the task is ("What do I think of this task?"). Goal orientation refers to the reasons why, the student is participating in the task ("Why am I doing this?"). Zimmerman (2002) state that high task value should lead to more involvement in one's learning. Task value refers to students' perceptions of the course material in terms of interest, importance, and utility.

2.4.1.4. Expectancy Components: Control Of Learning Belief

Control of learning refers to students' beliefs that their efforts to learn will result in positive outcomes (Zimmerman, 2002). It concerns the belief that outcomes are contingent on one's own effort, in contrast to external factors such as the teacher. If students believe that their efforts to study make a difference in their learning, students should be more likely to study more strategically and effectively. That is, if the student feels that she can control her academic performance, she is more likely to put forth what is needed strategically to effect the desired changes.

2.4.1.5. Affective Components: Task Anxiety

Zimmerman (2002) state that test anxiety is thought to have two components: a worry, or cognitive component, and an emotionality component. The worry component refers to students' negative thoughts that

disrupt performance, while the emotionality component refers to affective and physiological arousal aspects of anxiety. Cognitive concern and preoccupation with performance have been found to be the greatest sources of performance development. Training in the use of effective learning strategies and test-taking skills should help reduce the degree of anxiety.

2.4.2. Learning Strategies Components

2.4.2.1. Cognitive and Metacognitive Strategies: Rehearsal

According to Pintrich (2000), basic rehearsal strategies involve reciting or naming items from a list to be learned. These strategies are best used for simple tasks and activation of information in working memory rather than acquisition of new information in long-term memory. These strategies are assumed to influence the attention and encoding processes, but they do not appear to help students construct internal connections among the information or integrate the information with prior knowledge.

2.4.2.2. Cognitive and Meta cognitive Strategies: Elaboration

Elaboration strategies help students store information into long-term memory by building internal connections between items to be learned. Elaboration strategies include paraphrasing, summarizing, creating analogies, and generative note-taking. These help the learner integrate and connect new information with prior knowledge.

2.4.2.3. Cognitive and Meta cognitive Strategies: Organization

Organization strategies help the learner select appropriate information and also construct connections among the information to be learned (Pintrich, 2000). Examples of an organizing strategy are clustering, outlining, and

selecting the main idea in reading passages. Organizing is an active, full of effort endeavor, and results in the learner being closely involved in the task. This should result in better performance.

2.4.2.4. Cognitive And Metacognitive: Critical Thinking

Critical thinking refers to the degree to which students report applying previous knowledge to new situations in order to solve problems, reach decisions, or make critical evaluations with respect to standard of excellent.

2.4.2.5. Resource Management Strategies: Time and Study Environment

Besides self-regulation of cognition, students must be able to manage and regulate their time and their study environments. Time management involves scheduling, planning, and managing one's study time. This includes not only setting aside blocks of time to study, but the effective use of that study time, and setting realistic goals. Zimmerman (2002) state that time management varies in level, from an evening of studying to weekly and monthly scheduling. Study environment management refers to the setting where the student does her class work. Ideally, the learner's study environment should be organized, quiet, and relatively free of visual and auditory distractions.

2.4.2.6. Resource Management Strategies: Effort Regulation

Self-regulation also includes students' ability to control their effort and attention in the face of distractions and uninteresting tasks. Effort management is self-management, and reflects a commitment to completing one's study goals, even when there are difficulties or distractions.

Effort management is important to academic tasks because it is not only signifies goal commitment, but also regulates the continued use of learning strategies.

2.4.2.7. Resource Management: Peer Learning

Collaborating with one's peers has been found to have positive effects on achievement. Dialogue with peers can help a learner clarify course material and reach insights one may not have attained on one's own.

2.4.2.8. Resource Management: Help Seeking

Another aspect of the environment that the student must learn to manage is the support of others. This includes both peers and instructors. Pintrich (2000) state good students know when they do not know something and are able to identify someone to provide them with some assistance. There is a large body of research that indicates that peer help, peer tutoring, and individual teacher assistance facilitate student achievement.

2.5. The Concept of Writing

Writing is one of the major skills in English considered as active or productive skills. Writing is the way to communicate to the other through written symbol. In writing, the writer needs to express the idea in the mind to the paper or any other kinds of writing tool which is readable. As Brown (2007, p. 81) stated writing is a complex activity involving many skills to determine ideas and to transfer the ideas onto a piece of a paper clearly and comprehensibly for the reader.

There are many steps of writing process as proposed by some experts. The process of writing is mainly depend on the reader, the purpose, the

content and the situation in which the writer composing writing. Dietsch (2006, p. 11) proposes the stages of writing into 4 steps as follow:

1. Prewriting

This is the first stage of writing. In this stage the writer produces some ideas and decides the purpose and the reader of the writing.

2. Drafting

Drafting is primarily a stage of discovery and exploration. This stage requires the writers to transform ideas into sentences in semi organized manner. The aim is to let the writers' ideas develop, expand and build connection.

3. Revision

Revising is the activity of deleting, expanding and clarifying the ideas. Revising can be done during all the process of writing.

4. Editing/ proofreading

In this stage requires examining ideas, details, words, grammar, and punctuation. Here the emphasis is on accuracy, correctness and clarity.

The various processes of writing need various skills to meet the aims in a writing activity. Miller (2006, p. 27-34), suggests three steps of writing as follow:

1. Drafting

Drafting means writing preliminary version of a work that the writers will later revised their work. In this stage, the writer puts his/her ideas on paper so that he/she can work with them.

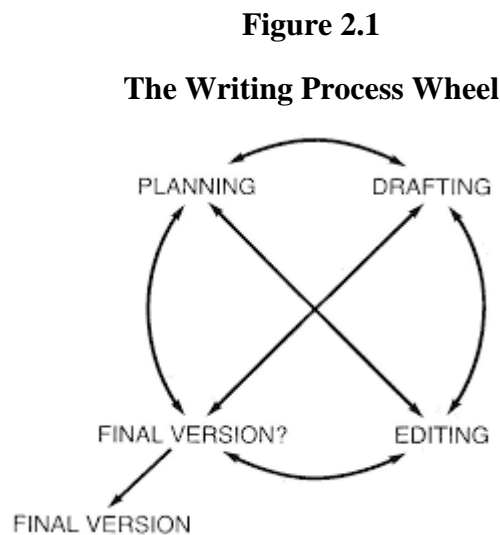
2. Revising

Revising is seeing again or taking another look. Appraising the content, checking the organization, refining the style in order to see what work and what might need changing.

3. Editing

Editing is the stage on which the spelling, mechanics and punctuation are rechecked again.

Moreover, Harmer (2006, p. 6) suggest 4 elements for the process of writing which is called “the process of wheel” as described in the figure below:



Source :Harmer (2006, p. 6)

The figure above shows that all of the arrows lead to the final version. It means that we can bring out the final version after passing through the three processes, namely; planning, drafting and editing. Planning which is also sometimes called as pre-writing is the stage where the writer collecting the ideas of writing through brainstorming, clustering, and the like. Meanwhile,

drafting is the stage where writer puts ideas and information into paper. The last step is editing or revising. Here, the writer produces the final version. Checking grammar and spelling accuracies, punctuations, and word choices usually becomes the main task to be done at this stage.

In conclusion, producing good writing needs some processes that should be followed by the writer. The process is varying and sometimes different depending on the writer. Those processes are planning, drafting, editing and revising. By following the process can help the writer writes easily, effectively and systematically.

2.6. Writing Achievement

Writing achievement is the students' ability in expressing their ideas, thoughts, and feelings in writing that is measured by a writing assessment. In other word, assessment means making judgment towards writing product whether it is good or not, correct or wrong. It evaluates and judges the quality of writing by using assessment methods and appropriate criteria.

There are several ways to assess writing. The most common method is to use some sort of rubric. Items on the rubric range from the contents, organization until the mechanical aspect. Other forms of writing assessment include checklists or rating scale.

In assessing writing, there are several criteria that can be evaluated, for instance, content, and organization of the idea, punctuation as well as language used in writing. Weigle (2002, p. 116) wrote 5 criteria of writing assessment, namely:

1. Content

The content of writing should be relevant with the topic of writing. Most importantly, the idea must be clear and understandable.

2. Vocabulary

To be a writer, they should be able to use the vocabulary correctly. The vocabulary chosen should be appropriate and easy to understand by the reader.

3. Usage the grammatical is one of the essential parts in writing because the grammar error can cause the reader misunderstanding of the content and the meaning of the text. Therefore, good grammar is obviously important to be assessed.

4. Organization

Well organized (idea, coherence, cohesive) is essential in writing. Ideas must be clear, supported and organized.

5. Mechanics

Punctuation, capitalization, spelling and paragraphing are the criteria in mechanics of writing.

The criteria mentioned above are important in writing that should not be ignored in assessing writing. Those criteria have their own sub categories to be assessed.

To sum up, many ways and methods that can be used to assess writing such as using assessment rubric, rating scale, checklist and etc. Those instruments can be modified with the criteria of assessment based on the rater want and what aspect wants to be assessed. The instrument chosen should be

able to evaluate and assess the writing correctly, reliably and responsibly. More importantly, credible rater is must to result reliable judgment.

2.7. The Relationship between Self-Regulation and Writing

A person who is self-regulated is characterized to be an active problem solver and aims to improve his/her performance and abilities (Graham & Harris, 1994; Zimmerman & Risemberg, 1997). Individuals who self-regulate achieve tasks successfully because they make attempts to close the gap between their present status and goals (Leventhal & Cameron, 1987). According to Zimmerman (1986), self-regulation focuses on how students personally activate, change, and maintain their learning practices in specific context. There are several studies where self-regulation was applied in a specific context or made domain specific such as in language acquisition. Previous studies have identified self-regulation as a useful strategy to acquire and become proficient in learning a language (Graham & Harris, 1994; Zimmerman & Risemberg, 1997; Magno, 2011). Aside from language acquisition, it is also useful in the process of writing.

The observation and emulation process in writing was studied by Zimmerman and Kitsantas (2002) and they found that students improved their writing techniques using language approaches. As the student writer progress, they develop their own strategies in writing such as planning and self-monitoring which is already a stage of self-control.

When the writer can adapt his/her own strategies according to some requirements such as changing tasks, audience, and intrapersonal states, they become self-regulated (Magno, 2011). Each stage in the writing composition

stage requires the individual motivation in task and processes as well as specific self-regulation components such as memory strategy, goal-setting, self-evaluation, seeking assistance, environmental structuring, responsibility, and organizing (Magno, 2011). These components of self-regulation that can be useful in any task such as writing were identified in the studies of Zimmerman and Martinez-Pons (1986; 1988; 1990). The self-regulated strategy shift to learning processes and strategies to outcomes makes the results of learning more positive. This theory suggests that learning approaches as processes can be used to help writers become self-regulated. There are several reviews indicating a host of process to outcome shift or from learning approach to self-regulation. Lenski (1998) showed that writing involves planning, translating, executing, evaluating, and revising. The steps on planning, translating, and executing reflects learning approaches since it involves generating ideas, converting ideas into words, and writing the content. Writing well in another language would require more and higher cognitive skills to be able to write well.

2.8. Previous Related Studies

Many studies have been conducted to study about self-regulation in the ESL and EFL learning area. Many of them investigated about the correlation between self-regulation and language proficiency as well as writing ability. This part will refer to some of them:

The first research which entitled *The Relationship between Saudi EFL Students' Writing Competence, L1 Writing Proficiency, and Self-regulation* which was conducted by Alsamadani in 2010. It was conducted in the English

Department at Umm Al-Qura University. The participants of the research were 35 male students. The participants wrote English and Arabic argumentative essays on the same topic during two separate sessions. In addition, participants filled out the Metacognitive Awareness Inventory (Schraw & Dennison, 1994) to provide information about their self-regulation abilities. The writing tasks were scored by a group of EFL university teachers using the ESL Composition Profile (Jacobs et al., 1981). The collected data were used to compare and contrast the participants' writing competence in Arabic and English. The data were also used to test the correlation between students' self-regulation abilities (their knowledge of cognition and regulation of cognition) and their overall writing competence in both languages. Data analysis revealed a strong correlation between participants' L1 (Arabic) writing proficiency and their L2 (English) writing competence. The study also revealed that Saudi students who scored high in L1/L2 writing had high self-regulation abilities.

In another ESL context, Mehrabi, Kalantarian, Boshraadi's (2016) investigated the interplay between self-regulation strategies, academic writing achievement and gender in an Iranian L2 context. The study involved the sophomore students studying English translation at Islamic Azad University, Isfahan branch, Iran. They were 105 male and 90 female students with an age range between 18 and 25 attending a full time bachelor program. The findings indicated that male and female sophomore translation students with higher self-regulation levels were significantly better in writing academic essays

compared with those who performed poorly because they were unable to exert control over their learning.

Another research was conducted by Farsani, Beikmohammadi, Mohebbi in 2014, entitled *Self-Regulated Learning, Goal-Oriented Learning, and Academic Writing Performance of Undergraduate Iran EFL Learners*. This study is grounded in three theories of self regulation, goal orientation, and the act of writing. The data was collected from 48 Iranian EFL B.A. level students majoring in English in different universities in Iran. The instruments consisted of two questionnaires: a goal oriented questionnaire developed and employed by the authors, and the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich (1991), along with three writing tasks. The findings revealed no significant relationship between self regulated learning and writing performance. However, a negative relationship was found between students' use of cognitive and metacognitive strategies and their writing performance. The relationship between students' resource management strategies and their writing performance was not significant. Finally, there was no significant relationship between goal oriented learning and writing performance.

In comparison with the previous related studies above, this study has some similarity since it has the same independent variable (self-regulation). However, there are some differences among each other. This research focused on investigating the correlation between self-regulation and writing skills in different context from the previous studies.

2.9. Research Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_0 : There is no significant correlation between self-regulation and writing achievement of the sixth semester students of English Education study program of UIN Raden Fatah Palembang.

H_a : There is a significant correlation between self-regulation and writing achievement of the sixth semester students of English Education Study Program of UIN Raden Fatah Palembang.

2. H_0 : Self-Regulation does not influence writing achievement of the sixth semester students of English Education Study Program of UIN Fatah Palembang.

H_a : Self-regulation significantly influences writing achievement of the students English Education Study Program of UIN Raden Fatah Palembang.

2.10. Criteria of Hypotheses

In testing hypotheses, there are some criteria. Creswell, (2012, p. 188-189). Proposed the following criteria:

1. If p-value is higher than 0,05 ($p > 0,05$), the level of significance is 5 %, H_0 is accepted and H_a is rejected.

2. If p-value is less than 0,05 ($p < 0,05$), the level of significance is 5 %, H_0 is rejected and H_a is accepted.

CHAPTER III

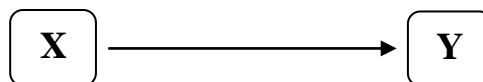
METHOD OF RESEARCH

This chapter explains; (1) research design, (2) research variables, (3) operational definitions, (4) population and sample, (5) techniques for collecting data, (6) validity and reliability, and (7) data analysis.

3.1. Research Design

Correlational research was used in this study. Creswell (2012, p. 338) says that correlational designs provide an opportunity to predict scores and explain the relationship among variables. It was in the notion of explanatory research design order to find out the correlation between variables and explain and interpret the result that has been found. The procedures in this study were, first; the students' self-regulation was identified by using questionnaire. Then, the students' writing achievement was obtained by using writing essay test. Third, SPSS 23 was used in order to find out the correlation between the variables based on the result of questionnaire and writing essay test. At last, the explanation and interpretation of the results were discussed. Fraenkel, et al., (2012, p. 331) proposed the research design as follow:

Figure 1 : Research Design



X= Students' self-regulation

Y = Students' writing achievement

3.2. Research Variables

According to Fraenkel, Wallen and Hyun (2012, p. 80), a common and useful way to think about variable is to classify them *independent* or *dependent*. Independent variable is what the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In common sense terms, the dependent variable depends on what the independent variable does to it, how it affects it. It is possible to investigate more than one independent (and also more than one dependent) variable in a study. In this study, the independent variable is self-regulation of the sixth semester students of English Education Study Program at UIN Raden Fatah Palembang, while the dependent variable is their writing achievement.

3.3. Operational Definitions

In this research, there are two variables that were correlated which are undergraduate EFL students' self-regulation and writing achievement.

Self-Regulation refers to one's ability to control and manage themselves to obtain their goal. In this research, the students' self-regulation were measured by using Motivated Strategies for Learning Questionnaire (MSLQ) questionnaire provided by Pintrich (1991).

Writing achievement refers to students' ability in expressing their ideas, thoughts, and feelings in writing form that is measured by a writing assessment. In this study, the assessment is in the form of academic essay

writing. the students' essay writing was measured by using rubric for essay writing assessment by Diablo Valley College.

At last, *the sixth semester students of English Education Study Program of UIN Raden Fatah Palembang* refers to the sixth semester students of English Education Study Program of UIN Raden Fatah Palembang in the academic year 2016-2017.

3.4. Subject of the Study

3.4.1. Population

According to Creswell (2012, p. 142), population is a group of individuals who have the same characteristic. The population of this study was the sixth semester students of English Education Study Program of UIN Raden Fatah Palembang in the academic year 2016/2017. It consists of different amount of classes that have different number of students from each classes. In this study, the students' self regulation and their writing achievement was correlated. Therefore, in order to know the students' writing achievement, a group of students who had accomplished the writing subject (Writing I to IV) were considered as the population and sample. Since the sixth semester students have already finish writing class, they were chosen as the population. The seventh semester students were not selected as the population because of they have some activities outside the university. In addition, the first and third semester students were not included as the population because they have not taken and finish with Writing I, Writing II and Writing III courses yet.

The distribution of population of the study can be seen below.

Table 2
Distribution of Population

No	Class	Number of Students
1	PBI A	26
2	PBI B	22
3	PBI C	26
4	PBI D	29
Total		103

(Source: English Education Study Program of UIN Raden Fatah Palembang 2016-2017)

3.4.2. Sample

According to Creswell (2012, p. 142), sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. He also said that the sample can be selected from individuals who are representative of the entire population.

In this study the total population sampling technique was used, since the entire population were selected as the samples. According to Etikan, Musa and Alkasim (2016, p. 3), total population sampling is a technique where the entire population that meet the criteria (e.g. specific skill set, experience, etc.) are included in the research being conducted. Samples of this research were all of the sixth semester students of English Education Study Program in UIN Raden Fatah Palembang. Since all the sixth semester students had accomplished the writing subjects (Writing I to IV) and are available to be the participants of this study.

The distribution of sample of the study can be seen below.

Table 3
Distribution of Sample

No	Class	Number of Students
1	PBI A	26
2	PBI B	22
3	PBI C	26
4	PBI D	29
Total		103

(Source: English Education Study Program of UIN Raden Fatah Palembang 2016-2017)

3.5. Data Collection

There were two kinds of instruments that was used to collect the data, the instruments are self-regulation questionnaire which attempt to measure students self regulation and writing test which asses the students' essay which is used to measure students writing achievement. Those instruments was used in order to achieve the goal of the study; to find out the correlation between those variables. The specific information of the research instruments is provided below:

3.5.1. Self-Regulation Questionnaire

To obtain the information of students' self-regulation, the MSLQ (Motivated Strategies for Learning Questionnaire Manual) questionnaire developed by Pintrich, Smith, Garcia, and McKeachie (1991) was distributed to the students. The questionnaire was translated into Bahasa Indonesia to help the students to answer the statements easier. To know the translation is appropriate or not, expert judgment as validator was done to know the translation is true or false. The questionnaire consisted of 81 items.

Responses were scored using a 7 point Likert scale ranging from “Not at all true of myself” (1) to “True of myself” (7). Participants have to complete the questionnaire in 25 minutes. The following table is the Self-regulation components provided by Pintrich, Smith, Garcia, & McKeachie. (1991):

Table 4
Self Regulation Questionnaire Specification

Self-Regulation Components	Items	Total
A. Motivational		
1. Intrinsic goal orientation	1, 16, 22, 24	4
2. Extrinsic goal orientation	7, 11, 13, 30	4
3. Task Value	4, 10, 17, 23, 26, 27	6
4. Control of learning belief	2, 9, 18, 25	4
5. Self-efficacy for learning performance	5, 6, 12, 15, 20, 21, 29, 32	8
6. Task Anxiety	3, 8, 14, 19, 28	5
B. Learning Strategies Scales		
1. Rehearsal	39, 46, 59, 72	4
2. Elaboration	53, 62, 64, 67, 69, 81	6
3. Organization	32, 42, 49, 63	4
4. Critical thinking	38, 47, 51, 66, 71	5
5. Metacognitive self-regulation	33, 36, 41, 44, 54, 56, 57, 61, 76, 78, 79	12

6. Time and study environment	35, 43, 52, 65, 70, 73, 77, 80	8 4
7. Effort regulation	37, 48, 60, 74	3
8. Peer earning	34, 5, 50	
9. Help seeking	40, 58, 68, 74	4
Total		81

(Source: Pintrich, Smith, Garcia, & McKeachie, 1991)

The MSLQ manual for the motivation section consists of 31 items that assess students' goals and value their belief for a course, their belief about their skill to succeed in a course, and their anxiety about tests in a course. The learning strategy section includes 31 items regarding students' use of different cognitive and metacognitive strategies. In addition, the learning strategies section includes 19 items concerning student management of different resources (Pintrich et al., 1991, p. 5)

Table 5
Self-Regulation Questionnaire Specification

No	Self Regulation Components	Items in the Questionnaire
1	Motivational	1-31
2	Learning Strategy	32-81

(Source : Pintrich, Smith, Garcia, &McKeachie, 1991)

The students' self-regulation score was determined by dividing total item scores with the total item. The table below is the self-regulation score category provided by Pintrich, et,al (1991).:

Table 6
Self Regulation Category.

Self-Regulation Score		
1	Regulated	≤ 4
2	Unregulated	> 4

(Source : Pintrich, Smith, Garcia, &McKeachie, 1991)

3.5.2. Test of Written English (Independent Essay)

This test was provided to find out the students' writing achievement. Three topics were provided to develop the participants' range of ideas. Therefore, the students choose one topic. The students was given 30 minutes to write the text. The students' writing test was assessed by three raters, using the rubric for essay writing assessment from Diablo Valley College. This rubric was used because of the appropriateness to measure college-level essay writing.

3.6. Research Instrument Analysis

Before the real tests were administered, validity and reliability was considered. Johnson and Christensen (2012, p. 137) explain that validity and reliability are the two most essential psychometric properties to consider in using a test or assessment procedure. Validity refers to the accuracy of the

inferences or interpretations made from the test scores, while reliability refers to the consistency or stability of the test scores. To know the validity and reliability of the instruments in this research, the validity and reliability tests were done.

3.6.1. Validity of the Instruments

Fraenkel et al. (2012, p. 147) state that validity has been defined as referring to appropriateness, correctness, meaningfulness and usefulness of the specific inferences researchers make based on the data they collect. The validity test of the instruments in this research was described as follow:

3.6.1.1. Self- Regulation Questionnaire

MSLQ is ready-made questionnaire provided by Pintrich (1991) Thus, it has been validated to measure students' self-regulation with 380 students of Midwestern college students by construct exploratory analysis and confirmatory analysis However, Pintrich et al. (1991, p. 3) mention these instruments were used with over 1000 university of Michigan undergraduates enrolled in our course. A researcher from indonesia, Yulianti (2015) used this questionnaire for the research.

In addition, construct validity was used to clarify the translation of the questionnaire. According to Fraenkel, et. al. (2012), construct validity refers to the nature of psychological construct or characteristic being measured by the instrument. After constructing the instruments related to some aspect measured, then it is consulted to achieve some expert judgment from at least three validators to evaluate whether the components of the instrument are

valid or not to be applied in research activities. For the calculation, it can be assume that the questionnaire was appropriate to be used for this research.

3.6.1.2. Test of Written English (Independent Essay)

Content validity was used to find out the validity of the writing test by having expert judgment. There were three raters to evaluate the test whether the instruction, topic, time allocation, content and rubric of the test were appropriate for the study. The raters own master degree of English Department, TOEFL score at least 500, and experience in teaching English for more than 2 years. The results from each rater were calculated in order to get the mean score. For the calculation, it can be assume that the test was appropriate to be used for this research.

3.6.2. Reliability of the Instruments

Fraenkel et al. (2012, p. 154) say that reliability refers to the consistency of the scores obtained – how consistent they are for each individual from one administration of an instrument to another and form one set of items to another. The reliability of the instruments in this research were described as follow:

3.6.2.1. Self-Regulation Questionnaire

MSLQ is a ready – made questionnaire in which the reliability has been tested by Cronbach's alpha the reliability of the questionnaire was 0.93, therefore it is considered reliable.

3.6.2.2. Test of Written English (Independent Essay)

Inter-rater reliability was used in this study to measure the reliability of the writing test. To check the reliability of the writing achievement test, raters were used to evaluate whether the writing test was reliable or not. The raters were the lecturers of English Education Study Program of UIN Raden Fatah Palembang who had experience in teaching writing more than 2 years and had score TOEFL above 550. Johnson and Christensen (2012, p. 340) stated that when used to check reliability of scores, the coefficient should be at least 0.70, preferably higher to be considered reliable. By using Pearson Product Moment Correlation Coefficient, the reliability test were 0.083. Since the result from each rater were calculated, therefore, the writing test was reliable.

3.7. Data Analysis

After the data of students' self-regulation and writing achievement has been collected, the scores of the two tests were analyzed by using SPSS. The analysis were done as follow:

3.7.1. Self-Regulation Questionnaire Analysis

MSLQ questionnaire developed by Pintrich, Smith, Garcia, and McKeachie (1991) was distributed to the students. The questionnaire consists of 81 items. Participants completed the questionnaire in 25 minutes. Responses were scored by using a 7 point Likert scale ranging from "Not at all true of myself" to "True of myself". The item of the questionnaire which is

considered as difficult was explained by the researcher. The students' self-regulation score were determined by dividing total item scores with the total item.

Figure 2
Manual Formula for Self Regulation

$$M = \frac{S}{L}$$

(Source : Pintrich, Smith, Garcia, &McKaechie. 1991)

- M = Students Score
S = Total Items Score
L = Total Items

The students' self-regulation score was determined by dividing total item scores with the total item. The table below is the self-regulation score category provided by Pintrich, et,al (1991).:

Table 7
Self Regulation Category.

Self-Regulation Score		
1	Regulated	≤ 4
2	Unregulated	> 4

(Source : Pintrich, Smith, Garcia, &McKeachie, 1991)

3.7.2. Test of Essay Writing Analysis

The students' writing test was analyzed by the three raters, those who also validated the writing test, by using the rubric for essay writing assessment provided Diablo Valley College. There are five aspects of the

writing scoring system and the scale of each aspect is from one to six. As a result, the highest point of all is 30. Since there are three raters, the average points from them determined the students' writing achievement. The following is the category of the students' writing achievement.

Table 8
The Category of Students' Writing Achievement

No	Score Interval	Category
1	25 – 30	Very Good
2	20 – 24	Good
3	13 – 19	Average
4	7 – 12	Poor
5	0 – 6	Very Poor

Source: Diablo Valley College (2012)

3.7.2. Prerequisite Analysis

As the matter of fact, it was essential to do pre-requisite test since the study was in the notion of parametric statistics, normality and linearity.

3.7.2.1. Normality Test

Normality test was used to know whether the collected data were normally distributed or not. When the data are normal, the result of the normality test can generalize to the population. It is due to many parametric statistical methods, including Pearson correlation test and linear regression test, require that the dependent variable is approximately normality distributed (Lofgren, 2013). In this study, computer program SPSS–

Kolmogorov-Smirnov Test (K-S Test) was applied to test the normality of data. If the significance of K-S test exceeds 0.05, the data are normally distributed.

3.7.2.2. Linearity Test

The linearity test was conducted in order to recognize whether the correlation between the variables is linear or not. The test established as the prerequisite test of linear regression test (Puriyanto, 2010, p. 73). Hence, test for linearity by using SPSS-*one way ANOVA* is used recognize whether the correlation of the variable has linear or not. If the p-value (linearity) is less than 0.05 (p-value <0.05), the data correlation is linear.

3.7.3. Hypothesis Testing

3.7.3.1. Measuring Significance Correlation

Pearson - Product Moment Correlation Coefficient was used to find out the correlation between students self - regulation and students' writing achievement. The correlation is found whenever p-output is lower than 0.05.

3.7.3.2. Measuring Significance Influence

In order to know the contribution on the influence of self-regulation to writing achievement, regression analysis was applied in this study. Creswell (2012, p. 188-189) states that the significance influence was found whenever the correlation coefficient is lower than 0.05.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents: (1) research finding, (2) statistical analyses, and (3) interpretations.

4.1. Research Findings

There are two kinds of research findings in this study: (1) the result of students' self-regulation and (2) the result of students' writing achievement.

4.1.1. Results of Self-Regulation

The total active students in the sixth semester students of UIN Raden Fatah Palembang were 103 students. However, 81 students participated in this study, and the others were absent when conducting this study. The 81 items of Motivated Strategy for Learning Questionnaire Manual (MSLQ) were administrated to investigate the participants' self-regulation. The questionnaire included 31 item for motivation, 31 item for learning strategy and 19 items for concerning student management of different resources in self-regulation. In answering each question in the questionnaire, the students rated how much they agreed or disagreed with the statement using a 7 point Likert scale ranging from "Not at all true of myself" (1) to "True of myself" (7). The maximum score was 7, and the lowest score was 1. The mean of the self-regulation scores for the participants was 5.70

and the standard deviation was 0.793. The descriptive statistical analysis of MSLQ for the participants is shown in Table 8.

Tabel 9

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self_Regulation_Questionnaire	81	4	7	5.70	.793
Valid N (listwise)	81				

It was revealed that from the questionnaire, the 2 categories of self regulation were all perceived by the students with different numbers; *unregulated* as the least perceived level and *regulated* as the most perceived one. The details are as follow:

Table 10

Distribution of Students' Self-Regulation

Category	Range	Frequency	Percentage
Regulated	>4	81	100%
Unregulated	<4	0	0%
Total		81	100%

After the data from the students was collected, then each student was categorized into regulated or unregulated based on their self-regulation category. All of the students was in regulated category (100%).

4.1.2. Result of Students' Writing Achievement

The result of the students writing achievement showed that the maximum score is 26, and the lowest score is 13. The mean of the writing achievement for the participants is 21.38 and the standard deviation is 2.591. The descriptive statistics analysis of writing achievement for the participants is shown below.

Table 11
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Writing_Achievement	81	13	26	21.38	2.591
Valid N (listwise)	81				

For each category, 8 students were in very good category of writing achievement, 58 students were in good category of writing achievement, And 15 students were in average category of writing achievement. The result is shown in the following table:

Table 12
Writing Achievement Category

Category	Frequency	Percentage
Very Good (25-30)	8	8.6%
Good (19-24)	58	72.8%
Average (13-18)	15	17.5%
Poor (7-12)	-	-
Very Poor (1-6)	-	-
Total	81	100%

4.2. Statistical Analysis

There were three statistical analyses that the researcher applied in this study:

1. The statistical analysis of normality and linearity.
2. The statistical analysis of correlation analysis between students' self-regulation and their writing achievement in all participants.
3. The statistical analysis regression analysis between student self-regulation and writing achievement in all participants.

4.2.1. Normality test and Linearity test

Normality test and linearity test were conducted prior to data analysis through SPSS 23 version for windows. As parametric statistic, in term of correlation and regression, and total sampling technique were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.2.1.1. The Result of Normality Test

The data are interpreted normal if $p > 0.05$. If $p < 0.05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The result of normality test is shown in Table 13 indicated that the data from each variable

were all normal and appropriate for data analysis with coefficients 0.390 for self- regulation and 0.116 for writing achievement.

Table 13
Normality Test
One-Sample Kolmogorov-Smirnov Test

		Self_Regulation_	Writing_Achieve
		Questionnaire	ment
N		81	81
Normal Parameters ^a	Mean	5.70	21.38
	Std. Deviation	.793	2.591
Most Extreme Differences	Absolute	.100	.133
	Positive	.100	.081
	Negative	-.071	-.133
Kolmogorov-Smirnov Z		.902	1.194
Asymp. Sig. (2-tailed)		.390	.116

The normal Q-Q plot of each variable is illustrated in the following figures:

Figure 1. Distribution of Self-Regulation Data

Normal Q-Q Plot of Self_Regulation_Questionnaire

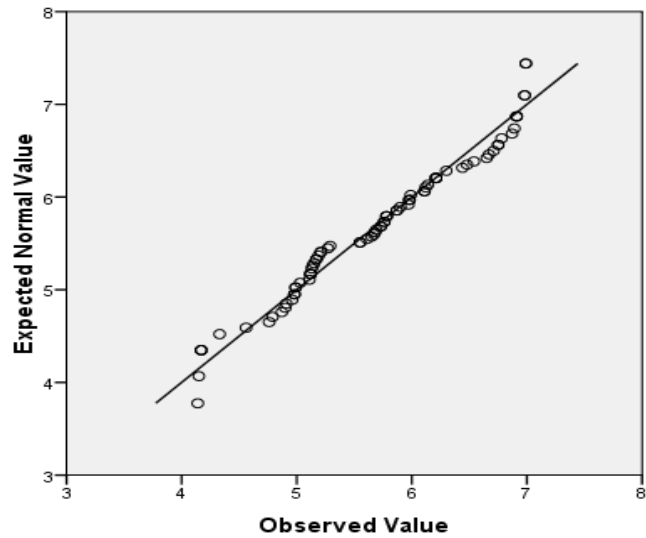
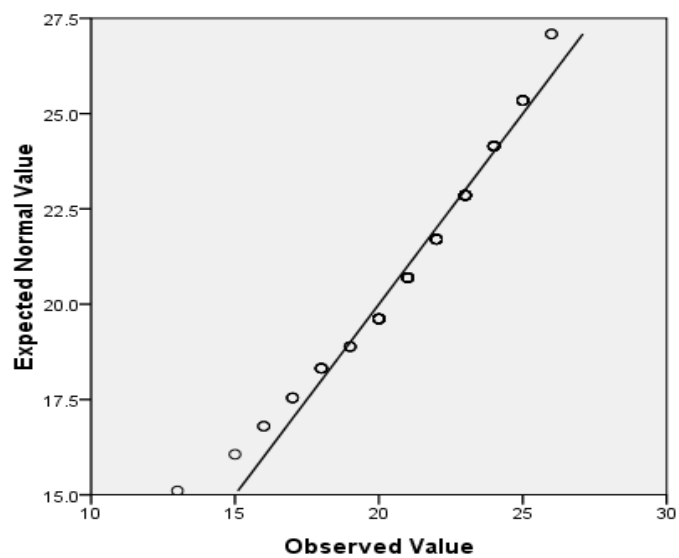


Figure 2. Distribution of Writing Achievement Data

Normal Q-Q Plot of Writing_Achievement



4.2.1.2. The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is higher than 0.05, the two variables are linear. The result showed that, the deviation from linearity between self-regulation and writing achievement was .632. To sum up all the data were linear for each correlation and regression.

Table 14
Linearity Test

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
Writing_Achievem ent *	Between Groups	(Combined)	355.219	55	6.459	.888	.653
		Linearity	.070	1	.070	.010	.923
	Self_Regulation_Q uestionnaire	Deviation from Linearity	355.149	54	6.577	.904	.632
	Within Groups		181.917	25	7.277		
	Total		537.136	80			

4.2.2. Correlation between Students' Self-Regulation and Their Writing Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the self-regulation questionnaire (MSLQ) and writing achievement.

Based on Pearson Product Moment Correlation Coefficient, the result indicated that the pattern of self-regulation and writing achievement was negative. The correlation coefficient or the r -obtained (0.011) was lower than r -table (0.2185). Then the level probability (p) significance (sig.2-tailed) was 0.919 it means that p (.919) was higher than .05. Thus, there was no significant correlation

between the students' self-regulation and writing achievement. In addition, in this research the researcher found negative correlation which means that the higher the level of self regulation, the lower in the writing achievement, and vice versa

Table 14

Correlation between Students' Self-Regulation and Writing Achievement.

Correlations		
	Self_Regulation_ Questionnaire	Writing_ Achievement
Self_Regulation_ Questionnaire	Pearson Correlation	1
	Sig. (2-tailed)	-.011
	N	.919
Writing_Achievement	Pearson Correlation	1
	Sig. (2-tailed)	-.011
	N	.919

4.2.3. Measuring Significance Influence of Self-Regulation And Writing Achievement

Furthermore, since the finding of this study found that there was no significant correlation between self regulation and writing achievement, so the influence of self regulation and writing achievement cannot be analyze further

4.3. Interpretation

In order to strengthen the value of this study, the interpretations are made based on the result of data analyses. According to the findings, there was no significant correlation between self-regulation and writing achievement. Also, there was no significant influence of self-regulation on writing achievement.

Based on the result of Pearson Product Moment Correlations, it was found that there was no significant correlation between self-regulation and writing achievement of the sixth semester students of UIN Raden Fatah Palembang ($r=0.011$). This means that self-regulation had no correlation to their writing achievement. The explanation to support this finding is that from the beginning of the first semester the participants had been involved in English writing practices and assignments or explores to interactions from printed textbooks, online media, and social networks. However, writing skill is the most complex and difficult skill to master, the majority of EFL learners face a lot of problems when they start to write paragraphs as well and most of those problems are concerning the inter-lingual and the intra-lingual interference especially interference of students' mother tongue which is one of the factors affecting their English language proficiency, and it is unavoidable. Writing is influenced by some factors, Richards and Renandya stated (2003, p. 303) stated that the linguistic dimension especially in grammar such as sentences errors, spelling, and punctuation and so on. That is why, writing is the most difficult skill for second language to master.

Based on the result of self-regulation questionnaire, all of the students' self-regulation were in regulated category and the result of their writing achievement, most of the students' writing achievement were in good category. However, the correlation result showed that there was no significant correlation between students' self-regulation and their writing achievement. It was strengthened by informal interview from the students, most of the students sometimes found it difficult in the process of writing, in addition they did not know about self-regulation so they are not aware of the benefits of self-regulation

to achieve their goals. So, even the students are self-regulated, they might just do the task without maximum attempts and effort. It can be seen from the students writing achievement, most of them were in good category, only 8.5 % were in very good category. It can be concluded that the students' self-regulation did not mirror their writing achievement.

The result of this present study is in agreement with the study of Farsani, Maryam, & Ahmadreza (2014), who investigated the students' self-regulated learning and their writing achievement of Iranian EFL learners. It was found that there was a negative and weak relationship between self-regulated learning and writing achievement of Iranian EFL learners. A possible explanation of this finding could be derived from the nature of Iranian academic work, which is regarded as an individualistic and self-learned endeavor (Degan & Razmjoo, 2012). Nejadihassan (2015) also investigated the relationship between self-efficacy, self-regulation and reading comprehension of Iranian EFL learners. The result of the study showed that there was no significant relationship between self-regulation with reading comprehension. These findings with regard to previous studies were unexpected and the researcher thought it might be because students are unique and different in their way of thinking and feeling.

In short, the total contribution of self-regulation and writing achievement showed no correlation and influence. It was possible to happen because writing achievement is influenced by many factors. Nunan (1989) argues that writing is an extremely difficult cognitive activity which requires the learner to have control over various factors. These factors vary from academic background and personal

interest of the writer to various psychological, linguistic and cognitive phenomena (Dar & Khan, 2015).

Finally, this study found there was no correlation and influence between self-regulation and writing achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) suggestion based on the findings of the research:

5.1. Conclusions

1. There was no significant correlation between self-regulation and writing achievement of The English Education Study Program of UIN Raden Fateh Palembang. The finding showed that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected.
2. Based on the finding, it can be concluded that the self-regulation does not give dominant effect through writing achievement. It also means that the regulated students do not always get very good achievement in writing achievement

5.2. Suggestions

Based on the conclusion above, some suggestions are addressed to the following parties:

1. Students

In spite of the non-significant correlation between self-regulation and writing achievement, it is advisable for the students to participate actively in writing activities in order to increase their writing achievement. The more frequently the students practice their writing, the more confidence and personal control they have over their writing skills, thus self-regulation can be improved. In addition,

considering the characteristics of self-regulation, there are some of them can be advantageous for the students. Self-regulation as a necessity for a writer to be goal-oriented, resourceful and reflective by using cognitive process and strategies appropriate for planning, text production and revision. Consequently it is clear that self-regulation in the writing process is crucial for effective writing and it could be integrated into academic settings to enhance not only students competence but also their performance in writing. There are also some fundamental aspects in writing such as vocabulary, grammar, organization, content, mechanic, usage of grammatical that students should master in order to improve their writing.

2. Lecturers

Eventhough the result of this study showed no correlation between self-regulation and writing achievement. The lecturers hopefully can encourage the students to reinforce themselves to have confidence in writing task

3. Other Researchers

The result of the study might have different output, therefore it is advisable for other researchers who are interested in conducting the same research by using self-regulation to read more book, articles, and journal about self-regulation deeply. They should do the research which is the closest with this research and is extended to other variables in order to reveal some particular aspects that support, enhance, and develop the quality of the research of writing skill.

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INFORMAL INTERVIEW

1. Writer : I wanna ask you about my informal interview, please answer honestly. What is the most difficult skill based on your opinion?

Student 1 : I think reading

Student 2 : writing, listening, speaking

Student 3 : speaking and listening

Student 4 : writing

Student 5 : listening and writing

Student 6 : listening and speaking

Student 7 : writing

Student 8 : All of the are difficult

Student 9 :listening

Student 10 :writing and listening

2. Writer : I wanna ask you about my informal interview, please answer honestly. What is your problem in writing process

Student 1 : It is confusing what i have to write first

Student 2 : I don't know the english word

Student 3 : I am lazy to write anything

Student 4 : Hard to put the sentence in appropriate order

Student 5 : I'm afraid of my grammatical

Student 6 : I'm not confident with my writing skill

Student 7 : I don't have any idea what i want to write

Student 8 : Difficult, lack of vocabularies, lazy to write

Student 9 : I don't know how to develop the topic in writing

Student 10 : I don't know the steps in Writing

3. I wanna ask you about my informal interview, and please answer honestly.
Do you know what is self regulation?
All of the students answered that they have no idea about self regulation.
4. I wanna ask you about my informal interview, and please answer honestly.
Do you know what is the important of self regulation?
All of the students answered that they have no idea about the important of self regulation
5. I wanna ask you about my informal interview, and please answer honestly.
Have you measure your self regulation?
They didn't know how to measure self regulation.

APPENDIX B

Name :
 NIM/Class :
 GPA :

Motivated Strategies for Learning Questionnaire Manual ((Pintrich, Smith, Garcia and Mckeache), (1991))

Part A. Motivation

The following question ask about your opinion for and attitudes about your classes. Remember there are not right or wrong answers, just answer as accurately as possible. Use the Scale below to answer the questions. If you think that statement is very true of you, circle 7. If a statement not at all true of you circle 1. If the statement is more or less true of you, find the number between 1 and 7 that describes you.

1 2 3 4 5 6 7
 not at all true of me → ← Very true Of me

1	In my classes, I prefer course material that really challenges me so I can learn new things. (Ketika di kelas, saya lebih menyukai materi yang menantang, dengan begitu saya bisa belajar hal-hal baru)	1	2	3	4	5	6	7
2	If I study in appropriate ways, then I will be able to learn the material in my classes. (Jika saya belajar dengan cara yang tepat, saya akan bisa mempelajari materi tersebut di kelas.)	1	2	3	4	5	6	7
3	When I take a test I think about how poorly I am doing compared with other students. (Ketika saya mengikuti sebuah tes, saya berpikir tentang betapa kurangnya	1	2	3	4	5	6	7

	kemampuan saya dibandingkan siswa-siswa lain)							
4	I think I will be able to use what I learn in one course in other courses. (Saya kira saya akan bisa menggunakan apa yang saya pelajari di sebuah pelajaran pada pelajaran lainnya.)	1	2	3	4	5	6	7
5	I believe I will receive excellent grades in my classes. (Saya percaya saya akan meraih nilai yang sangat baik di kelas)	1	2	3	4	5	6	7
6	I'm certain I can understand the most difficult material presented in the readings for my courses. (Saya yakin saya bisa memahami materi tersulit yang di sajikan di dalam bahan pelajaran saya.)	1	2	3	4	5	6	7
7	Getting a good grade in my classes is the most satisfying thing for me right now. (Memperoleh hasil yang baik di kelas merupakan hal paling memuaskan bagi saya saat ini.)	1	2	3	4	5	6	7
8	When I take a test I think about items on other parts of the test I can't answer. (Ketika saya mengikuti sebuah tes, saya memikirkan tentang soal di bagian yang tidak bisa saya jawab.)	1	2	3	4	5	6	7
9	It is my own fault if I don't learn the material in my courses. (Merupakan kesalahan saya sendiri jika saya tidak mempelajari materi pelajaran di kelas.)	1	2	3	4	5	6	7
10	It is important for me to learn the course material in my classes. (Sangat penting bagi saya untuk mempelajari materi pelajaran di kelas.)	1	2	3	4	5	6	7
11	The most important thing for me right now is improving my overall grade point average, so my main concern in my classes is about getting a good grade (Hal terpenting bagi saya saat ini adalah meningkatkan rata-rata IPK, jadi tujuan utama saya di kelas adalah memperoleh nilai yang bagus.)	1	2	3	4	5	6	7
12	I'm confident I can learn the basic concepts taught in my courses. (saya percaya saya bisa mempelajari	1	2	3	4	5	6	7

	konsep dasar yang diajarkan di kelas.)							
13	If I can, I want to get better grades in my classes than most of the other students. (Jika saya bisa, saya ingin mendapatkan nilai yang lebih baik dari kebanyakan siswa lain.)	1	2	3	4	5	6	7
14	When I take tests I think of the consequences of failing. (Ketika saya mengikuti sebuah tes, saya memikirkan kemungkinan gagal dalam tes tersebut.)	1	2	3	4	5	6	7
15	I'm confident I can understand the most complex material presented by the instructors in my courses. (Saya percaya saya bisa memahami materi paling sulit yang di ajarkan guru di sebuah pelajaran)	1	2	3	4	5	6	7
16	In my classes, I prefer course material that arouses my curiosity, even if it is difficult to learn. (Di kelas, saya lebih suka materi pelajaran yang membangkitkan rasa keingintahuan saya, meski itu sulit di pahami.)	1	2	3	4	5	6	7
17	I am very interested in the content area of my courses. (Saya sangat tertarik dengan isi dari pelajaran saya)	1	2	3	4	5	6	7
18	If I try hard enough, then I will understand the course materials. (Jika saya telah mencoba dengan cukup keras, maka saya akan memahami materi pelajaran)	1	2	3	4	5	6	7
19	I have an uneasy, upset feeling when I take my exams. (Saya merasa gugup dan khawatir, ketika mengikuti ujian)	1	2	3	4	5	6	7
20	I'm confident I can do an excellent job on the assignments and tests in my courses. (Saya percaya saya bisa melakukan sebuah pekerjaan rumah dan tes dengan sangat baik di sebuah mata pelajaran)	1	2	3	4	5	6	7
21	I expect to do well in my classes. (Saya berharap dapat berusaha dengan baik di kelas.)	1	2	3	4	5	6	7
22	The most satisfying thing for me in my courses is trying to understand the	1	2	3	4	5	6	7

	content as thoroughly as possible. (Hal paling memuaskan buat saya adalah mencoba memahami isi materi dengan sebaik mungkin)							
23	I think the course material in my classes is useful for me to learn. (Menurut saya, materi pelajaran di kelas sangat berguna untuk saya pelajari)	1	2	3	4	5	6	7
24	When I have the opportunity in my classes, I choose course assignments that I can learn from even if they don't guarantee a good grade. (Ketika saya mempunyai kesempatan di kelas, saya memilih sebuah tugas yang bisa saya jadikan pelajaran meskipun itu tidak menjamin nilai yang baik)	1	2	3	4	5	6	7
25	If I don't understand the course materials, it is because I didn't try hard enough. (Jika saya tidak mengerti materi pelajaran, itu karena saya tidak mencoba dengan cukup keras)	1	2	3	4	5	6	7
26	I like the subject matter of my courses. (Saya menyukai material pelajaran saya)	1	2	3	4	5	6	7
27	Understanding the subject matter of my courses is very important to me. (Memahami masalah utama dari pelajaran adalah hal terpenting buat saya)	1	2	3	4	5	6	7
28	I feel my heart beating fast when I take my exam. (Jantung saya berdetak kencang ketika mengerjakan ujian)	1	2	3	4	5	6	7
29	I'm certain I can master the skills being taught in my classes. (Saya yakin saya bisa menguasai skil-skil yang diajarkan di kelas)	1	2	3	4	5	6	7
30	I want to do well in my classes because it is important to show my ability to my family, friends, employer, or others. (Saya ingin melakukan yang lebih baik di kelas karena itu sangat penting untuk menunjukkan kemampuan ke keluarga, teman, dan lainnya.)	1	2	3	4	5	6	7
31	Considering the difficulty of my courses, the teacher, and my skills, I think I will do well in my classes. (Mempertimbangkan kesulitan-kesulitan di pelajaran, guru, dan kemampuan saya, saya kira saya bisa melakukan hal yang	1	2	3	4	5	6	7

baik di kelas.)								
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Motivated Strategies for Learning Questionnaire Manual

Part B. Learning Strategy

The following question ask about your learning strategies and study skills for your classes. Remember there are not right or wrong answers, just answer as accurately as possible. Use the Scale below to answer the questions. If you think that statement is very true of you, circle 7. If a statement not at all true of you circle 1. If the statement is more or less true of you, find the number between 1 and 7 that describes you.

1 2 3 4 5 6 7

Not at all true of me Very true of me

32	When I study the readings for my courses, I outline the material to help me organize my thoughts. (Ketika belajar reading, saya menggaris bawahi materi guna membantu saya mengorganisir pikiran saya)	1	2	3	4	5	6	7
33	During class time I often miss important points because I'm thinking of other things. (Ketika di kelas, saya sering kehilangan poin-poin penting karena saya memikirkan sesuatu yang lain)	1	2	3	4	5	6	7
34	When studying for my courses, I often try to explain the material to a classmate or friend. (Ketika belajar di kelas, saya sering mencoba menjelaskan materi ke pada teman)	1	2	3	4	5	6	7

35	I usually study in a place where I can concentrate on my course work (Saya biasanya belajar di tempat dimana saya bisa berkonsentrasi terhadap pekerjaan saya)	1	2	3	4	5	6	7
36	When reading for my courses, I make up questions to help focus my readings. (Ketika membaca pelajaran, saya membuat pertanyaan guna membantu konsentrasi dalam membaca)	1	2	3	4	5	6	7
37	I often feel so lazy or bored when I study for my classes that I quit before I finish what I planned to do. (Saya sering merasa malas atau bosan ketika belajar di kelas jadi saya tinggalkan sebelum saya menyelesaikan apa yang sudah saya rencanakan.)	1	2	3	4	5	6	7
38	I often find myself questioning things I hear or read in my courses to decide if I find them convincing. (Saya sering menanyakan suatu hal yang saya dengar atau baca di pelajaran untuk memastikan kebenarannya.)	1	2	3	4	5	6	7
39	When I study for my classes, I practice saying the material to myself over and over. (Ketika saya belajar di kelas, saya mempraktekan mengucapkan materi kepada diri saya sendiri secara berulang ulang.)	1	2	3	4	5	6	7
40	Even if I have trouble learning the material in my classes, I try to do the work on my own, without help from anyone. (Bahkan jika saya mengalami masalah dalam pelajaran, saya mencoba melakukannya sendiri, tanpa bantuan dari orang lain)	1	2	3	4	5	6	7
41	When I become confused about something I'm reading for my classes, I go back and try to figure it out. (Ketika saya bingung tentang sesuatu yang saya baca untuk pelajaran di kelas, saya akan kembali dan mencari tau.)	1	2	3	4	5	6	7
42	When I study for my courses, I go through the readings and my class notes and try to find the most important ideas. (Ketika saya belajar, saya akan membaca dan melihat catatan serta mencoba mencari	1	2	3	4	5	6	7

	ide terpenting dari pelajaran tersebut)							
43	I make good use of my study time for my courses. (Saya menggunakan waktu belajar saya dengan baik untuk pelajaran saya)	1	2	3	4	5	6	7
44	If course readings are difficult to understand, I change the way I read the material. (Jika bahan bacaan pelajaran terasa sulit untuk di mengerti, saya akan mengubah cara saya membaca materi tersebut)	1	2	3	4	5	6	7
45	I try to work with other students from my classes to complete the course assignments. (Saya mencoba bekerja bersama siswa lain untuk menyelesaikan tugas saya)	1	2	3	4	5	6	7
46	When studying for my courses, I read my class notes and the course readings over and over again. (Ketika belajar, saya membaca buku catatan dan buku pelajaran berulang kali)	1	2	3	4	5	6	7
47	When a theory, interpretation, or conclusion is presented in my classes or in the readings, I try to decide if there is good supporting evidence. (Ketika teori, interpretasi, atau kesimpulan di sajikan di kelas atau di sebuah bacaan, saya mencoba memutuskan apakah ada fakta-fakta pendukung)	1	2	3	4	5	6	7
48	I work hard to do well in my classes even if I don't like what we are doing (Saya bekerja keras melakukan yang terbaik meski saya tidak menyukai apa yang kami lakukan)	1	2	3	4	5	6	7
49	I make simple charts, diagrams, or tables to help me organize course material. (Saya membuat sebuah grafik, diagram, atau tabel guna membantu mengorganisir meterial saya)	1	2	3	4	5	6	7
50	When studying for my courses, I often set aside time to discuss course materials with a group of students from my classes (Ketika belajar, Saya sering mengatur waktu untuk berdiskusi dengan beberapa siswa lain di kelas)	1	2	3	4	5	6	7
51	I treat the course materials as a starting point and try to develop my own ideas about it.	1	2	3	4	5	6	7

	(Saya menganggap materi pelajaran saya sebagai titik awal, kemudian saya mencoba mengembangkannya dengan ide saya sendiri)							
52	I find it hard to stick to a study schedule. (Saya kesulitan mengatur waktu belajar)	1	2	3	4	5	6	7
53	When I study for my classes, I pull together information from different sources, such as lectures, readings, and discussions. (Ketika saya belajar di kelas, saya mendapatkan informasi dari sumber berbeda, seperti, dosen, bahan bacaan, dan diskusi.)	1	2	3	4	5	6	7
54	Before I study new course materials thoroughly, I often skim them to see how they are organized. (Sebelum saya belajar sebuah materi baru secara keseluruhan, saya sering melihatnya sekilas memastikan bagaimana susunannya)	1	2	3	4	5	6	7
55	I ask myself questions to make sure I understand the material I have been studying in my classes. (Saya bertanya pada diri saya sendiri untuk memastikan apakah saya mengerti materi yang saya pelajari di kelas)	1	2	3	4	5	6	7
56	I try to change the way I study in order to fit the course requirements and the instructor's teaching styles. (Saya mencoba mengganti cara belajar saya demi menyesuaikan dengan pelajaran dan gaya mengajar instruktur)	1	2	3	4	5	6	7
57	I often find that I have been reading for my classes but I don't know what it was all about. (Saya membaca materi pelajaran tapi saya tidak paham sepenuhnya)	1	2	3	4	5	6	7
58	I ask the instructors to clarify concepts I don't understand well. (Saya bertanya kepada Instruktur tentang apa yang saya tidak mengerti)	1	2	3	4	5	6	7
59	I memorize key words to remind me of important concepts in my classes. (Saya menghafal kata kunci guna mengingatkan tentang konsep penting di kelas)	1	2	3	4	5	6	7

60	When course work is difficult, I either give up or only study the easy parts. (Ketika pelajaran terasa sulit, saya cenderung menyerah, atau hanya belajar di bagian mudah saja)	1	2	3	4	5	6	7
61	I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying for my courses. (Saya mencoba memikirkan sebuah topik dan memutuskan apa yang akan di pelajari dari pada hanya membaca ketika belajar di kelas)	1	2	3	4	5	6	7
62	I try to relate ideas in any of my courses with those of my other courses whenever possible. (Saya mencoba mengaitkan ide dari materi dengan pelajaran lain kapanpun jika memungkinkan)	1	2	3	4	5	6	7

63	When I study for this course, I go over my class notes and make an outline of important concepts. (Ketika saya belajar pelajaran ini saya membutuhkan catatan dan membuat konsep penting sebagai outline)	1	2	3	4	5	6	7
64	When reading for this class, I try to relate the material to what I already know. (Ketika membaca di dalam kelas saya mencoba menghubungkan materi yang sudah saya tahu)	1	2	3	4	5	6	7
65	I have a regular place set aside for studying. (Saya memiliki tempat tersendiri untuk belajar)	1	2	3	4	5	6	7
66	I try to play around with ideas of my own related to what I am learning in this course. (Saya mencoba untuk melibatkan ide saya terhadap apa yang sedang saya pelajari)	1	2	3	4	5	6	7
67	When I study for this course, I write brief summarize of the main ideas from the readings and my class notes. (Ketika saya belajar saya menulis rangkuman singkat dari pokok bacaan dan membuat catatan)	1	2	3	4	5	6	7
68	When I cant understand the material in this course, I ask another students in this class help. (Ketika saya tidak mengerti materi saya bertanya pada siswa lain di dalam kelas untuk membantu)	1	2	3	4	5	6	7
69	I try to understand the material in this class by making connections between the readings and the concepts from the lecturer. (Saya mencoba mengerti materi dengan menghubungkan bacaan dan konsep dari	1	2	3	4	5	6	7

	guru)							
70	I make sure that I keep up with the weekly readings and assignments for this course (Saya yakin saya bisa membaca dan menyelesaikan tugas dan materi ini)	1	2	3	4	5	6	7
71	Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives. (Kapanpun saya membaca atau mendengar sebuah penjelasan atau kesimpulan saya berfikir alternatif lain)	1	2	3	4	5	6	7
72	I make a list of important items of this course and memorize the list. (Saya membuat daftar hal-hal yang penting dan mengingatnya)	1	2	3	4	5	6	7
73	I attend this class regularly. (Saya hadir di kelas dengan tetap)	1	2	3	4	5	6	7
74	Even when course materials are dull and uninteresting, I manage to keep working until I finish. (Ketika materi itu tidak menarik saya tetap mengerjakan sampai selesai)	1	2	3	4	5	6	7
75	I try to identify students in this class whom I ask for help if necessary. (Saya mencoba untuk mengidentifikasi siswa yang saya butuhkan bantuannya)	1	2	3	4	5	6	7
76	When studying for this course I try to determine which concepts I dont understand well. (Ketika belajar saya mencoba untuk mencari tau hal yang tidak saya mengerti)	1	2	3	4	5	6	7
77	I often find that I dont spend very much time on this course because of other activities. (Saya sering menemukan bahwa saya	1	2	3	4	5	6	7

	tidak punya banyak waktu untuk belajar karena ada aktifitas lain)							
78	When I study for this class, I set goals for my self in order to direct my activities in each study period. (Ketika saya belajar di kelas saya mempunyai tujuan sendiri agar aktifitas saya bisa berlangsung)	1	2	3	4	5	6	7
79	If I get confused taking notes in class, I make sure I sort it out afterwards. (Ketika saya kebingungan membuat catatan saya meyakini bahwa itu benar)	1	2	3	4	5	6	7
80	I rarely find time to review my notes or reading before an exam. (Saya terkadang menemukan waktu untuk mempelajari catatan saya atau membacanya sebelum ujian)	1	2	3	4	5	6	7
81	I try to apply ideas from course readings in other class activities such as lecturer and discusiion. (Saya mencoba untuk mengaplikasi ide saya dari apa yang saya baca dalam kelas seperti pengajaran dan diskusi)	1	2	3	4	5	6	7

Descriptive Statistic of Self regulation Questionnaire and Distribution
of Self regulation

1. Descriptive statistic of self regulation

	N	Minimum	Maximum	Mean	Std. Deviation
self_regulation	81	4.14	6.99	5.6954	.79257
Valid N (listwise)	81				

2. Distribution of Self regulation

DISTRIBUTION OF SELF REGULATION

—

No	Name of Students	Score	Category
	Student 1	4.91	REGULATED
2	Student 2	4.96	REGULATED
3	Student 3	5.03	REGULATED
4	Student 4	5.17	REGULATED
5	Student 5	5.29	REGULATED
6	Student 6	6.3	REGULATED
7	Student 7	4.33	REGULATED
8	Student 8	5.27	REGULATED
9	Student 9	5.55	REGULATED
10	Student 10	4.56	REGULATED
11	Student 11	5.15	REGULATED
12	Student 12	4.17	REGULATED
13	Student 13	5.73	REGULATED
14	Student 14	6.21	REGULATED
15	Student 15	5.78	REGULATED
16	Student 16	5.78	REGULATED
17	Student 17	5.76	REGULATED
18	Student 18	4.98	REGULATED
19	Student 19	5.78	REGULATED
20	Student 20	5.11	REGULATED
21	Student 21	5.73	REGULATED
22	Student 22	5.13	REGULATED
23	Student 23	5.61	REGULATED
24	Student 24	5.21	REGULATED
25	Student 25	6.67	REGULATED
26	Student 26	6.11	REGULATED

27	Student 27	5.65	REGULATED
28	Student 28	6.91	REGULATED
29	Student 29	6.21	REGULATED
30	Student 30	6.44	REGULATED
31	Student 31	5.55	REGULATED
32	Student 32	6.48	REGULATED
33	Student 33	6.21	REGULATED
34	Student 34	6.91	REGULATED
35	Student 35	5.87	REGULATED
36	Student 36	6.75	REGULATED
37	Student 37	4.9	REGULATED
38	Student 38	5.76	REGULATED
39	Student 39	5.68	REGULATED
40	Student 40	5.98	REGULATED
41	Student 41	6.99	REGULATED
42	Student 42	6.54	REGULATED
43	Student 43	5.9	REGULATED
44	Student 44	5.98	REGULATED
45	Student 45	4.99	REGULATED
46	Student 46	6.98	REGULATED
47	Student 47	5.12	REGULATED
48	Student 48	4.15	REGULATED
49	Student 49	6.78	REGULATED
50	Student 50	6.91	REGULATED
51	Student 51	4.99	REGULATED
52	Student 52	6.75	REGULATED
53	Student 53	4.87	REGULATED
54	Student 54	5.98	REGULATED
55	Student 55	4.14	REGULATED
56	Student 56	4.17	REGULATED
57	Student 57	5.19	REGULATED

58	Student 58	4.76	REGULATED
59	Student 59	6.12	REGULATED
60	Student 60	5.21	REGULATED
61	Student 61	5.12	REGULATED
62	Student 62	6.11	REGULATED
63	Student 63	5.14	REGULATED
64	Student 64	5.17	REGULATED
65	Student 65	5.87	REGULATED
66	Student 66	6.99	REGULATED
67	Student 67	6.87	REGULATED
68	Student 68	5.69	REGULATED
69	Student 69	6.71	REGULATED
70	Student 70	6.89	REGULATED
71	Student 71	6.65	REGULATED
72	Student 72	6.21	REGULATED
73	Student 73	5.67	REGULATED
74	Student 74	5.12	REGULATED
75	Student 75	6.14	REGULATED
76	Student 76	4.17	REGULATED
77	Student 77	4.79	REGULATED
78	Student 78	4.98	REGULATED
79	Student 79	5.99	REGULATED
80	Student 80	5.97	REGULATED
81	Student 81	6.98	REGULATED

TEST OF WRITTEN ENGLISH

Name :

Class :

Directions:

1. Read the essay questions/topics^{*)} carefully;
2. There are three topics given, and you are free to choose only **ONE** of them;
3. You have **30 minutes** to plan, write, edit and revise your response;
4. The length of the essay you write should be approximately **200-250 words**;
5. Questions/topics:
 - a. *It is better for children to grow up in the countryside than in a big city.* Do you agree or disagree? Use specific reasons and details to develop your essay.
 - b. *In some countries, teenagers have jobs while they are still students.* Do you think this is a good idea? Support your opinion by using specific reasons and details.
 - c. Do you agree or disagree with the following statement? *Watching television is bad for children.* Use specific reasons and details to support your answer.

Descriptive Statistic of Writing Achievement and Distribution of Writing Achievement

1. Descriptive Statistic of Writing Achievement

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
writing_achievement	81	13	26	21.38	2.591
Valid N (listwise)	81				

2. Distribution of Writing Achievement

Distribution of Writing Achievement

No	Name of Students	Score	Caregory
1	Student 1	24	GOOD
2	Student 2	24	GOOD
3	Student 3	21	GOOD
4	Student 4	16	AVERAGE
5	Student 5	17	AVERAGE
6	Student 6	21	GOOD
7	Student 7	18	AVERAGE
8	Student 8	20	GOOD
9	Student 9	20	GOOD
10	Student 10	25	VERY GOOD
11	Student 11	21	GOOD
12	Student 12	19	AVERAGE
13	Student 13	20	GOOD
14	Student 14	16	AVERAGE
15	Student 15	21	GOOD
16	Student 16	22	GOOD
17	Student 17	23	GOOD
18	Student 18	21	GOOD

19	Student 19	23	GOOD
20	Student 20	18	AVERAGE
21	Student 21	25	VERY GOOD
22	Student 22	23	GOOD
23	Student 23	25	VERY GOOD
24	Student 24	24	GOOD
25	Student 25	21	GOOD
26	Student 26	21	GOOD
27	Student 27	22	GOOD
28	Student 28	22	GOOD
29	Student 29	22	GOOD
30	Student 30	23	GOOD
31	Student 31	24	GOOD
32	Student 32	20	GOOD
33	Student 33	15	AVERAGE
34	Student 34	21	GOOD
35	Student 35	17	AVERAGE
36	Student 36	20	GOOD
37	Student 37	17	AVERAGE
38	Student 38	18	AVERAGE
39	Student 39	18	AVERAGE
40	Student 40	20	GOOD
41	Student 41	21	GOOD
42	Student 42	24	GOOD
43	Student 43	23	GOOD
44	Student 44	23	GOOD
45	Student 45	23	GOOD
46	Student 46	23	GOOD
47	Student 47	22	GOOD
48	Student 48	20	GOOD
49	Student 49	25	VERY GOOD
50	Student 50	22	GOOD
51	Student 51	21	GOOD
52	Student 52	24	GOOD
53	Student 53	22	GOOD
54	Student 54	24	GOOD
55	Student 55	26	VERY GOOD
56	Student 56	21	GOOD
57	Student 57	23	GOOD
58	Student 58	23	GOOD
59	Student 59	25	VERY GOOD

60	Student 60	19	AVERAGE
61	Student 61	23	GOOD
62	Student 62	23	GOOD
63	Student 63	22	GOOD
64	Student 64	25	VERY GOOD
65	Student 65	23	GOOD
66	Student 66	19	AVERAGE
67	Student 67	26	VERY GOOD
68	Student 68	23	GOOD
69	Student 69	21	GOOD
70	Student 70	18	AVERAGE
71	Student 71	20	GOOD
72	Student 72	22	GOOD
73	Student 73	23	GOOD
74	Student 74	20	GOOD
75	Student 75	13	AVERAGE
76	Student 76	21	GOOD
77	Student 77	22	GOOD
78	Student 78	23	GOOD
79	Student 79	21	GOOD
80	Student 80	20	GOOD
81	Student 81	22	GOOD

APPENDIX E

Rubric for Essay Writing Assessment

	6	5	4	3	
	A level 6 essay will be characterized by most of the following features	A level 5 essay will be characterized by most of the following features	A level 4 essay will be characterized by most of the following features	A level 3 essay will be characterized by most of the following features	A level 2 essay will be characterized by most of the following features
Ideas	Displays originality and depth of thought. Expresses ideas fluently and gracefully.	Displays clear thinking. Expresses ideas clearly.	Conveys basically intelligible ideas. Style is bland, pedantic or formulaic	Conveys simplistic ideas. Lack of vocabulary hinders clarity of expression.	Reveals confusion. Uses an extremely narrow approach to the topic.
Organization	Shows a sophisticated sense of paragraph and essay organization and links paragraphs smoothly with effective transitions.	Shows competence in organization but lacks sophistication. Paragraphs are well developed but lack appropriate transitions	Shows attempt to organize an essay with a thesis. Demonstrates ability to organize individual paragraphs although organization unevenly developed or formulaic and transitions generally lacking.	Shows attempt to organize an essay and limited ability to organize individual paragraphs but paragraphs are formulaic, underdeveloped and repetitive. Transitions generally lacking.	Shows inability to organize an essay. Paragraphs are not carefully developed. Transitions are missing or ineffective. Ideas that relationships between ideas are illogical.
Sentences	Shows ability to structure sentences to advantage, exhibiting a sophisticated command of sentence variety. (Errors, if any, appear to be proofreading lapses.)	Uses some varied sentence patterns with only occasional errors in structure. (Errors appear due to carelessness or to mishandling of such features as colons or semicolons.)	Uses basically the same sentence patterns throughout the essay with some errors in structure. (Errors appear due to confusion with compound or complex sentences.)	Lacks sentence variety and contains errors in structure. (Errors appear due to inability to write compound or complex sentences.)	Uses simple sentence patterns excessively. Frequent errors in structure. (Errors appear due to confusion with boundaries.)
Mechanics	Virtually free of punctuation, capitalization, spelling, usage and ESL errors	Contains only occasional punctuation, capitalization spelling, usage and ESL errors.	Contains some common punctuation, capitalization spelling, usage and ESL errors.	Contains many common punctuation, capitalization spelling, usage and ESL errors, though the errors are not frequent enough to be distracting.	Contains serious punctuation, capitalization, spelling, usage and ESL errors which obscure meaning.
Vocabulary	Displays sophisticated vocabulary range and exceptional facility with the language.	Shows a good vocabulary range and good command of the language.	Exhibits generally competent language use with some awkwardness in syntax.	Exhibits some problems in diction and syntax but they do not interfere with readability.	Lacks control of diction and syntax with meaning.

The Correlation between Each Types of Self Regulation with
Writing Achievement

Correlations

		Self_Regulation_ Questionnaire	Writing_Achieve ment
Self_Regulation_Questionnai re	Pearson Correlation	1	-.011
	Sig. (2-tailed)		.919
	N	81	81
Writing_Achievement	Pearson Correlation	-.011	1
	Sig. (2-tailed)	.919	
	N	81	81

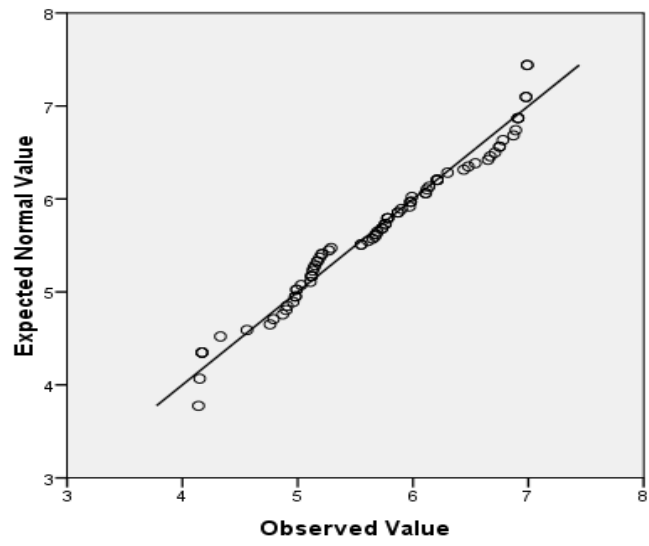
NORMALITY TEST AND QQ PLOTS

1. Normality Test

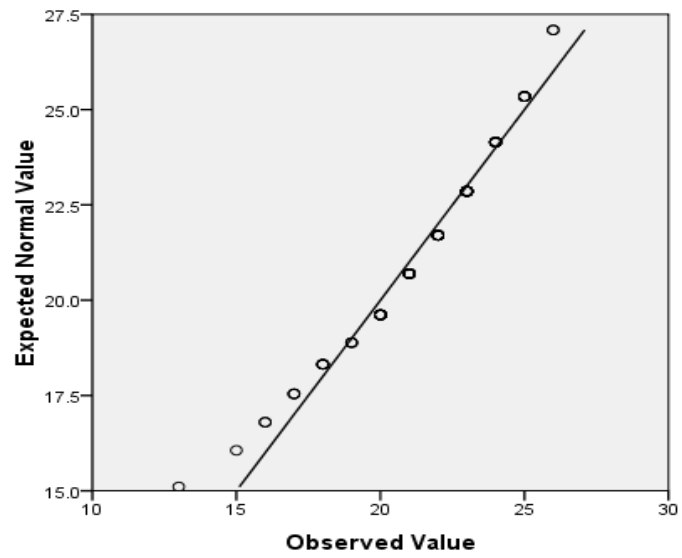
One-Sample Kolmogorov-Smirnov Test		
		Writing_Achieve ment
		Self_regulation
N		81
Normal Parameters ^a	Mean	5.70
	Std. Deviation	.793
Most Extreme Differences	Absolute	.100
	Positive	.100
	Negative	-.071
Kolmogorov-Smirnov Z		.902
Asymp. Sig. (2-tailed)		.390
a. Test distribution is Normal.		

2. QQ plot Self Regulation and writing Achievement

Normal Q-Q Plot of Self_Regulation_Questionnaire



Normal Q-Q Plot of Writing_Achievement



LINEARITY TEST

1. Linearity of Self regulation and Writing Achievement

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Writing_Achievem ent *	Between Groups	(Combined)	355.219	55	6.459	.888	.653
		Linearity	.070	1	.070	.010	.923
		Deviation from Linearity	355.149	54	6.577	.904	.632
Self_Regulation_Q uestionnaire	Within Groups		181.917	25	7.277		
Total			537.136	80			



APPENDIX I

DOKUMENTATION





