

**SELF-REGULATED LEARNING STRATEGIES OF EFL
STUDENTS' THESIS WRITING: A NARRATIVE INQUIRY
RESEARCH**

THESIS

**By
RISYA AMINAH WISADIA**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2024 AD/1445 AH**

**SELF-REGULATED LEARNING STRATEGIES OF EFL
STUDENTS' THESIS WRITING: A NARRATIVE INQUIRY
RESEARCH**

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Presented to Faculty of Tarbiyah and Teacher Training
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Sarjana Pendidikan

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STATEMENT OF AUTHENTICITY

I, the undersigned, Risya Aminah Wisadia declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked

Banjarmasin, 28 Juni 2024

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ABSTRACT

Risya Aminah Wisadia. 200101030638. *Self-Regulated Learning Strategies of EFL Students' Thesis Writing: A Narrative Inquiry Research.* Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: Hj. Nani Hizriani, S.Pd, MA. 2024

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

This study is driven by the significance of self-regulated learning (SRL) within academic writing, particularly among EFL learners. In the context of thesis writing, SRL is considered a crucial factor in enabling students to effectively manage themselves. However, an in-depth understanding of the application of SRL in the context of thesis writing still remains limited. This research aims to address this gap by exploring an in-depth understanding of how self-regulated learning (SRL) can be applied in the context of thesis writing and how individuals engage in the process. This study employed a qualitative methodology with a narrative inquiry design and the results were analyzed by thematic narrative analysis. Results show that self-regulated learning in writing a thesis can be divided into three stages: forethought phase, performance phase and self-reflection stage. English as a Foreign Language (EFL) students exhibited various self-regulated learning (SRL) strategies during all three phases of thesis writing, from cognitive, metacognitive, management and motivational perspectives. The findings of this study indicate that students can effectively address the challenges encountered during thesis writing by employing appropriate SRL strategies.

ABSTRAK

Risya Aminah Wisadia. 200101030638. *Self-Regulated Learning Strategies of EFL Students' Thesis Writin: A Narrative Inquiry Research*. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: Hj. Nani Hizriani, S.Pd, MA. 2024

Kata kunci: Strategi regulasi diri, Penulisan skripsi, Bahasa Inggris sebagai bahasa asing, Strategi belajar

Penelitian ini dilatarbelakangi oleh pentingnya self-regulated learning (SRL) dalam konteks penulisan akademik, khususnya bagi siswa EFL (English as a Foreign Language). Dalam proses penulisan skripsi, SRL dianggap sebagai faktor kunci yang membantu siswa mengelola diri mereka sendiri secara efektif. Namun, pemahaman mendalam tentang bagaimana SRL diterapkan dalam konteks penulisan skripsi masih terbatas. Penelitian ini bertujuan untuk menjembatani kesenjangan tersebut dengan mengeksplorasi pemahaman mendalam tentang bagaimana SRL dapat diterapkan dalam konteks penulisan skripsi dan bagaimana individu terlibat dalam proses tersebut. Penelitian ini menggunakan metode kualitatif dengan desain narrative inquiry dan analisis menggunakan thematic narrative analysis. Hasil penelitian menunjukkan bahwa proses self-regulated learning dalam menulis skripsi terdiri dari tiga tahap, yaitu fase forethought, fase performance, dan fase self-reflection. Siswa EFL menggunakan berbagai macam strategi SRL dalam menulis skripsi mereka pada setiap fase. Strategi tersebut meliputi strategi kognitif, metakognitif, manajemen, dan motivasi. Kesimpulan dari penelitian ini adalah bahwa siswa dapat mengatasi masalah yang muncul selama penulisan skripsi dengan menerapkan strategi SRL yang tepat.

MOTTO

*“So, surely with hardship comes ease. Surely with ‘that’ hardship comes ‘more’
ease.”*

(Asy-Syarh [94]: 5-6)

*Embrace the good things in your life with gratitude. Turn the bad things into
lessons by becoming stronger!*

(B.J. Habibie)

*“It’s not always easy, but that’s life! Stay strong, because the best is yet to
come!”*

DEDICATION

Thanks to Allah SWT who has given me everything so I can finish this thesis.

I dedicate this thesis for:

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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا
وَمَوْلَانَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ. أَمَّا بَعْدُ

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Dzulhijjah, 14th 1445 A.H
June,26th, 2024 A.D

Writer

TRANSLITERATION

No.	Name of Surah	English	Indonesia
1.	<p>Yunus verse 101:</p> <p>قُلْ أَنْظُرُوا مَاذَا فِي السَّمَوَاتِ وَالْأَرْضِ وَمَا تَعْنِي آيَاتِ وَالنَّذْرِ عَنْ قَوْمٍ لَا يُؤْمِنُونَ</p>	<p>Say (Prophet Muhammad), "observe what is in the heavens and the earth." The signs and warnings (to avert the punishment of Allah) are of no avail to those who do not believe.</p>	<p>Katakanlah (Nabi Muhammad), "Perhatikanlah apa saja yang ada di langit dan di bumi!" Tidaklah berguna tanda- tanda (kebesaran Allah) dan peringatan- peringatan itu (untuk menghindarkan azab Allah) dari kaum yang tidak beriman</p>

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