
Research Article

The Effects of Self-Regulated Learning and Self-Efficacy on Students' Ability in Writing Descriptive Text

Fela Dafitri ¹,

Language Faculty and Indraprasta PGRI University

Hasbullah ²,

Language Faculty and Indraprasta PGRI University

e-mail: fela.dafitri@gmail.com¹

Abstract: The purpose of this study was to investigate 1) The effects of self-regulated learning and self-efficacy concurrently on the students' ability in writing descriptive text at Private Junior High Schools in the East Jakarta Region, 2) The effects of self-regulated learning on the students' ability in writing descriptive text at Private Junior High Schools in the East Jakarta Region, 3) The effects of self-efficacy on the students' ability in writing descriptive text at Private Junior High Schools in the East Jakarta Region. The sample size is 60 students, using a proportional random sampling technique and a Multiple Linear Regression model. The results portrayed: 1) There is a significant effect of self-regulated learning and self-efficacy simultaneously on students ability in writing descriptive texts in English at private junior high schools in the East Jakarta area, as evidenced by a Sig score of $0.000 < 0.05$ and Fcount = 20,194. 2) There is a significant effect of self-regulated learning on students' ability in writing English descriptive texts in Private Junior High Schools in the East Jakarta region, as evidenced by the score of $\text{Sig} = 0.046 < 0.05$ and $t_{\text{count}} = 2.042$, 3) There is a significant effect of self-efficacy on students' ability in writing descriptive texts in Private Junior High Schools in the East Jakarta region, as evidenced by the score of $\text{Sig} = 0.000 < 0.05$ and $t_{\text{count}} = 4.006$.

Key Words: self-regulated learning; self-efficacy; composing competence; descriptive text

Introduction

According to Muhibin Syah (quoted in Rustam and Wahyuni, 2020: 63), the three types of factors that influenced learners' learning achievement were internal factors (those that come from within the learners), external factors (those that come from the learners' surroundings), and the learning approach that was used by the learners. One of the most important aspects of the learners themselves is the extent to which they use techniques for self-regulated learning. Berger and colleagues (2021) made the discovery that self-regulation of learning was one method that might be used to combat the challenges that were associated with learning brought on by the Covid 19 epidemic.

Self-regulation is one of the primary processes that may enhance learner success, motivation, and the use of learning approaches, all of which are important factors in high school graduation rates. This theory has been acknowledged as one of the major processes that may increase learner success. According to Jarvela and Jarvenoja's research, self-regulation is an essential component of the learning process (2011). It is capable of managing the academic performance of learners, generalizing learning methodologies for the purpose of producing academic learning outcomes, and motivating learners to enhance their learning behavior and study abilities.

Self-regulated learning refers to learners' active learning (Darr & Fisher, 2004). It is the autonomous process of creating learning goals, deciding on learning labor supply and material assets, choosing and executing suitable learning methods, and evaluating learning results without aid from others (Wongsri, N., Cantwell, R. H., and Bowman, 2002). Self-regulation may increase the quality of learning for students.



One of the targets of studying English is to develop strong writing skills. It is believed to be one of the most challenging aspects of writing for foreign language learners. Successful written work is characterized by cohesion and excellent structure, the logical progression of ideas, and the correct use of jargon and mechanics (Lobby, 1988). Learners acquire self-regulation in writing when they are able to adapt their writing skills in response to changing writing circumstances, such as audience (Magno, 2009). Magno continues by stating that each writing stage involves the individual's inspiration in assignments and cycles, as well as explicit self-regulation components such as memory method, goal setting, self-evaluation, help-seeking, and planning. So, when it comes to text composition, a high degree of learner self-efficacy is required. Self-efficacy, according to Baron and Bryne (2003), is a person's perception that he or she has the ability to execute a task.

Despite the fact that a number of studies have found a correlation between self-regulated learning strategies and academic achievement, little attention has been paid to determining the connections between self-efficacy perceptions, the use of self-regulated learning strategies, and writing performance, particularly in the Indonesian school environment after the pandemic. Thus, the researcher of this study is inquisitive as to how self-efficacy and self-regulated learning influence the writing performance of learners.

The Nature of Writing

Writing requires cooperation and communication between authors and readers. Spandel, according to Porath (2010), identified six qualities of effective composition. They include notions like the concept, sentence fluency, text arrangement, word selection, writer's voice, and convention. According to Wischgoll (2016), composing involves both cognitive and motivational skills. Consideration must be given to motivation, working memory, long-term memory, social and physical surroundings, and the cognitive process (Hayes, 2000). It is a process that requires both "low-level skills such as spelling, capitalization, punctuation, and other norms" and "high-level abilities such as self-regulation and self-efficacy" (Anastasiou & Michail, 2013, p. 53). (Anastasiou & Michail, 2013, p. 53). (Bruning et al., 2013).

The limitation focus of this study is learners' competence to write descriptive text in English. The goal of a descriptive text, according to Lin in 2006, is to describe actual events in product details. It usually uses the five senses to describe something. The generic structure of a descriptive text, according to Djuharie (2007:24), consists of identification, or the subject or thing that will be described, and description, or the information characteristics of the subject, such as behavior, physics display, quality, specific acts, and so on. Furthermore, Mursyid (2005) stated in Siregar and Dongoran (2020) that descriptive text language features typically include the use of attributive and identifying processes, the use of adjectives, and the use of classifiers in nominal groups, in addition to the focus on a specific participant.

The Nature of Self-Regulated Learning

Self-regulated learning is defined by Zimmerman, Bonner, and Kovach (1996) as "self-generated ideas, emotions, and activities meant to attain certain educational goals." Self-regulation enables students to monitor and enhance their learning, among other things. According to Zimmerman (1998), self-regulation consists of three phases: self-reflection, performance, and forethought. The phase of foresight refers to the preparations to "set the scene for learning," during which the beliefs of the learners will impact the learning process. Through the technique of performance or volitional control, students seek to maintain their focus and performance throughout the learning process. According to Zimmerman (1998), self-reflection is a process that happens after each learning endeavor.

Learning how to self-regulate may be beneficial to students in a number of different ways. According to Zimmerman, Bonner, and Kovach (1996), self-regulation in learning enables learners to assume responsibility for their own learning as well as their own learning techniques. This, in turn, improves learners' overall learning and their judgments of their own self-efficacy. According to Zimmerman's definition of self-regulated learning, this kind of education includes "self-generated ideas, emotions, and activities that are planned and cyclically fitted to the accomplishment of personal aims" (2000, p. 14). Learning that is self-regulated is the product of the interplay of three factors on self-regulation. These influences range from the

individual's own behavior to the surrounding environment. Personal influences may be broken down into three categories: cognitive, emotional, and motivational (Zimmerman, 2013).

The Nature of Self-Efficacy

The concepts of self-efficacy and confidence are often compared with one another. While the concepts are linked to one another in terms of one's opinions or judgements, they are not the same thing. It is not required to define the nature of the belief in order to understand what is meant by confidence; rather, confidence relates to the degree of assurance. On the other hand, self-efficacy may be defined more specifically as an individual's conviction that they are capable of achieving a certain degree of success (Bandura, 1977:382). Bandura (1977) proposes that the idea of self-efficacy may be broken down into three different categories: its magnitude (or level), its strength, and its generality.

Magnitude is a measurement of how challenging it is for a person to change their behavior and adopt a new pattern. As a consequence of this, the level of difficulty of the task may be utilized as a measure of learners' sense of self-efficacy. Learners who have a high sense of their own self-efficacy are more inclined to pick hard tasks, and vice versa. A person's level of strength reflects how confident they are in their ability to carry out a certain task. This component places an emphasis on the learner's level of dedication to his belief as well as his level of perseverance. A person who has a high level of strength demonstrates tenacity in the face of difficulties while they are working to complete a project. Learners who have a high self-efficacy are more likely to endure when they are presented with a difficulty, put in a lot of effort, and be tenacious than those learners who have a low self-efficacy. When discussing self-efficacy beliefs, the word "generality" refers to the degree to which these beliefs are positively connected either within a behavioral domain, across behavioral domains, or across time. Each learner is unique. Individuals have varied degrees of capacity, both in terms of the complexity of their duties and the variety of assignments they can do. A person who has a healthy sense of self-efficacy craves new experiences, difficult tasks, and in-depth knowledge.

Method

In this study, a quantitative survey was utilized to explore the influence of self-regulated learning and self-efficacy on learners' descriptive text creating. This was done on the basis of the research aims and concerns that were being investigated. In this study, the descriptive analytical survey technique is used to describe a variety of factors that influence learners' competence to write a descriptive text with self-regulation of learning and self-efficacy. The purpose of this study is to better understand how learners can improve their writing skills. Learners' capability to produce a descriptive text serves as this study's dependent variable, while learners' capacity to self-regulate their own learning and their sense of their own effectiveness serve as the study's independent factors. The hypothesis that best describes the relationship that exists between the independent factors and the dependent variables is the primary focus of this investigation.

In order to fulfill the needs of the researchers and employ tools, questionnaires were used. The information was compiled by researchers and then given to a representative cross-section of the population. In order to determine whether or not the independent factors and the dependent variables impact one another, this approach was used. This study used multiple linear regression to determine the learners' competence to write descriptive text (Y) as the dependent variable and two independent variables—self-regulated learning (X1) and self-efficacy (X2)—as the independent variables. The study was based on the existing problems and titles.

Results and Discussion

Results

The following data were generated as a result of testing the hypothesis with the SPSS version 26 program for Mac:



Table 1 The result of Coefficient Double Correlation Variables X₁ and X₂ on Y

Model	Model Summary ^b			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.644 ^a	.415	.394	9.478

a. Predictors: (Constant), Self-Efficacy, Self-Regulated Learning
 b. Dependent Variable: Learner's Competence in Composing Descriptive Text

Table 2 The Result of Signification Coefficient Regression Test Variables X₁ and X₂ on Y

Model		ANOVA ^a				Sig.
		Sum of Squares	df	Mean Square	F	
1	Regression	3627.779	2	1813.890	20.194	.000 ^b
	Residual	5119.954	5	89.824		
	Total	8747.733	5			
			33			

a. Dependent Variable: Learner's Competence in Composing Descriptive Text
 b. Predictors: (Constant), Self-Efficacy, Self-Regulated Learning

Table 3 The result of Double Regression Calculation Variables X₁ and X₂ on Y

Model		Coefficients ^a		t	Sig.
		Unstandardized Coefficients B	Standardized Coefficients Beta		
1	(Constant)	14.603		1.297	.200
	Self-Regulated Learning	.162	.244	2.042	.046
	Self-Efficacy	.492	.480	4.006	.000

a. Dependent Variable: Learner's Competence in Composing Descriptive Text

The Effects of Self-Regulated Learning and Self-Efficacy Concurrently on Learners' Competence in Composing Descriptive Text

The effect hypothesis is:

$$H_0 : \beta_{.1} = 0 \text{ and } \beta_{.2} = 0$$

$$H_1 : \beta_{.1} \neq 0 \text{ and } \beta_{.2} \neq 0;$$

meaning :

H₀ : there is no significant effect of Self-regulated learning (X₁) and self-efficacy (X₂) concurrently on learners' competence in composing descriptive text (Y)

H₁ : there is a significant effect of Self-regulated learning (X₁) and self-efficacy (X₂) concurrently on the learners' competence in composing descriptive text (Y)

According to table 1, the multiple correlation coefficient of the effect of the independent variables self-regulated learning (X₁) and self-efficacy (X₂) concurrently on learners' competence to write descriptive text is 0.644. This can be seen as a representation of the relationship between the two variables. According to these calculations, the correlation coefficient is substantial, which indicates that the independent variables self-regulated learning (X₁) and self-efficacy (X₂) have a considerable impact on learners' abilities to create descriptive text (Y). The coefficient of correlation is equal to 0.644.

In the meantime, the coefficient of determination is 41.5%, which indicates that the magnitude of the contribution of self-regulated learning (X₁) and self-efficacy (X₂) concurrently to learners' competence to write descriptive text (Y) is 41.5%, with the remaining contribution of 58.5% being due to the influence of another factor. Y indicates learners' competence to write descriptive text. The results of the calculations used



to test the hypothesis using regression analysis are shown in tables 2 and 3, respectively. The equation for the regression line, which indicates the influence of the variables X1 and X2 on Y, is given to us in Table 2. It reads as follows: $= 14,603 + 0,162 X1 + 0,492 X2$. With Sig = 0.000 0.05 and Fcount = 20.194, as shown in Table 2, the null hypothesis H0 is rejected, which indicates that the regression coefficient is statistically significant. To put it another way, the independent factors of self-regulated learning (X1) and self-efficacy (X2) have a considerable effect on the dependent variable of learners' capacity to create descriptive text (Y).

The Effects of Self-Regulated Learning on Learners' Competence in Composing Descriptive Text

The effect hypothesis is:

$$H_0 : \beta_1 = 0$$

$$H_1 : \beta_1 \neq 0 \quad ;$$

meaning :

H₀ : there is no significant effect of self-regulated learning on learners' competence in composing descriptive text

H₁ : there is a significant effect of self-regulated learning on learners' competence in composing descriptive text

For the purpose of putting this hypothesis to the test, pay close attention to the scores or figures that are shown in Table 3's t column or the Sig column for the Self-regulated learning row (X1 Variable). If the independent variable X1 has a significant influence on the dependent variable Y, as determined by the regression significance criteria "if tcount > ttable then H0 is rejected" or "if Sig 0.05 then H0 is rejected," then the null hypothesis H0 will be rejected. The score for Sig may be found by looking at the values in the Sig column of Table 3, which correspond to the self-regulated learning row (X1 Variable). The value that is found in the t column of Table 3 for the self-regulated learning row is the tcount score for that table (X1 Variable). The ttable score, on the other hand, is the score of the t distribution table at the 5% significance level with the degree of confidence (df = n - 2) equal to 58, where n is the number of people who responded to the survey.

According to what is shown in Table 3, the null hypothesis H0 is rejected when the value of Sig is greater than or equal to 0.05 and tcount is greater than or equal to 2.042. This indicates that the independent variable X1 (self-regulated learning) has a significant effect on the dependent variable Y (learners' competence to write descriptive text). According to the findings of the regression test, the independent variable X1 (learners' capacity to engage in self-regulated learning) has a discernible impact on the dependent variable Y (learners' ability to compose descriptive text).

The Effect of Self-Efficacy on Learners' Competence in Composing Descriptive Text

The effect hypothesis is :

$$H_0 : \beta_2 = 0$$

$$H_1 : \beta_2 \neq 0 \quad ;$$

meaning :

H₀ : there is no significant effect of self-efficacy on learners' competence in composing descriptive text

H₁ : there is a significant effect of self-efficacy on learners' competence in composing descriptive text

In order to provide evidence in favor of this hypothesis, look at the scores or numbers that are mentioned in the t column or the Sig column for the Self-Efficacy row (Variable X2) in Table 3. Regression significance is assessed by whether "if tcount > ttable then H0 is rejected" or "if Sig < 0.05 then H0 is rejected," which shows that the independent variable X2 has a substantial influence on the dependent variable Y. The value that is provided in the Sig column of Table 3 for the self-efficacy row (Variable X2) is the value that constitutes the Sig score. The tcount score may be found in Table 3, under the self-efficacy row (Variable X2), and is represented by the number in the t column. Whereas the score of ttable is the score of the t circulation table for a large degree of 5% with a level of confidence equal to (df = n - 2) = 58, where n is the quantity of respondents, the score of ttable is the score of the t circulation table for a large degree of 5%.

According to Table 3, it is possible to deduce that if a score of Sig = 0.000 0.05 and tcount = 4.006 is obtained, then the null hypothesis H0 can be rejected. This signifies that there is a significant influence exerted



by the independent variable X2 (self-efficacy) on the dependent variable Y (students' capability of producing descriptive text). According to the results of the regression test, the independent variable X2 (learners' level of self-efficacy in their ability to compose descriptive text) has a substantial influence on the dependent variable Y (learners' ability to write descriptive text).

Discussion

The Effects of Self-Regulated Learning and Self-Efficacy Concurrently on the Learners' Competence in Composing Descriptive Text

Following the correlation analysis, a correlation coefficient of 0.644 was obtained from the data description; testing with the SPSS 26 program revealed that the correlation coefficient is significant. This means that the independent variables X1 (self-regulated learning) and X2 (self-efficacy) have a concurrent effect on the dependent variable Y. (competence to write descriptive text).

Meanwhile, the regression line equation = $14.603 + 0.162 X1 + 0.492 X2$ is derived from the regression analysis. The constant score of 14.603 indicates that it is difficult to achieve the competence to write good descriptive texts with low self-regulated learning and self-efficacy, whereas the regression coefficient scores of 0.162 and 0.492 indicate that the independent variables X1 (self-regulated learning) and X2 (self-efficacy) both have a positive influence on the dependent variable Y. (competence to write descriptive text). The regression line was found to be linear after the linearity of the regression line was tested using the SPSS program.

Testing the significance of the regression coefficient with the SPSS program revealed that the regression coefficient was significant, as indicated by the score $\text{Sig} = 0.000 < 0.05$, implying that there was a positive influence on the independent variables X1 (self-regulated learning) and X2 (self-efficacy) concurrently on the dependent variable Y. (competence to write descriptive text). It is demonstrated that in order to achieve the target of learning, which in this case is the competence to write a descriptive text, one must be able to regulate their learning as well as possess self-efficacy. Self-regulated learning refers to the actions that learners must take in order to succeed in their learning, whereas self-efficacy refers to the psychological factor that learners have in themselves that they can complete the assignments.

The results of this research provided evidence in favor of Cobb's (in Jagad and Khoirunissa, 2018) argument that the self-efficacy component plays a role in determining how much self-regulated learning occurs. Learners who have a high level of self-efficacy will be able to persuade themselves that they are capable of completing the task at hand. Those with low self-efficacy, on the other hand, will cause themselves to doubt their competence to complete the assignment. As a result, such learners will easily give up. This is similar to what happened to SMP Al Jannah, SMP PGRI 9, and SMP IHBS learners. Learners in these schools are involved in a variety of activities and assignments. To deal with them, learners must employ an appropriate metacognitive strategy, which is self-regulated learning. A good self-regulated learning environment allows learners to manage their time and activities in order to maximize their learning. The abundance of assignments and activities may cause learners to doubt their competence to complete them on time. This type of low self-efficacy stymies the learning process because learners will engage in useless activities rather than complete the assignments.

The Effects of Self-Regulated Learning on the Learners' Competence in Composing Descriptive Text

When the hypothesis was tested, it was discovered that the score of $\text{Sig} = 0.046 < 0.05$ and $t_{\text{count}} = 2.042$, then H_0 was rejected, indicating that the independent variable X1 (self-regulated learning) has a significant effect on the dependent variable Y (competence to write descriptive texts in English).

The findings of this study supported Zimmerman and Bandura's (in Nurhayati and Mulyani, 2019) theory that there is a significant effect on self-regulated learning on composing competence. Furthermore, Roohani and Baghbadorani concluded that the competence of English learners to regulate themselves during the learning process has a strong influence on their competence to plan and write a text (2012:107). The composing process, which includes planning, drafting, revising, and evaluating, necessitates perseverance and

patience. Learners' perseverance and patience are insufficient if they do not employ appropriate learning strategies. Learners can benefit from the learning strategies provided by the concept of Self-Regulated Learning. Learners can use self-regulated learning, which includes emotional, behavioral, and environmental components, to determine which learning strategies are best for them. Learners will use self-regulation to determine how they will plan, monitor, and evaluate their learning process. Learners will also use all of their cognitive competencies because they have specific targets to achieve. Learners also remember to prepare the environment in which they study and to make the most of the resources available to them.

Three factors influence self-regulated learning, according to Zimmerman (2013). They are influenced by personal, behavioral, and environmental factors. Personal factors that influence learner learning success include how they set their learning targets, increase their self-efficacy, and reduce their anxiety. The behavioral influences cover the actions they take to achieve the learning targets, which in this case is the competence to write descriptive text. The environmental influences include how learners establish their learning environment.

The Effects of Self-Efficacy on the Learners' Competence in Composing Descriptive Text

When the hypothesis was tested, it was discovered that the score of $\text{Sig} = 0.001 < 0.05$ and $t_{\text{count}} = 4.006$, then H_0 was rejected, indicating that the independent variable X_2 (Self-Efficacy) has a significant effect on the dependent variable Y . (competence to write descriptive text in English). Self-efficacy is one of many factors that influence learners' learning. Its role influences the success or failure of learning, particularly when composing a descriptive text in English, because this affective factor influences how learners respond to the assignment assigned to them (Susanto, Sutarsiyah & Sinaga, 2015).

Furthermore, the findings of this study demonstrated that there is a significant effect on self-efficacy in learners' competence to write descriptive text in English. As a result, the researcher concludes that self-efficacy is one of the psychological factors influencing learners' composing abilities. Learners with high self-efficacy can write a good descriptive text, and vice versa. It is further backed by the research conducted by Wening (2016), who discovered that psychomotoric and cognitive competence are impacted by self-efficacy as an emotional domain in the learning process. This finding lends more credence to the theory. Pupils who have a healthy sense of their own self-worth need to participate in the creating system, have less difficulty developing ideas, and organize their thoughts in an impeccable manner.

There are three dimensions to self-efficacy: size, force, and applicability (Bandura, 1977). The difficulty of the assignment to write a descriptive text is a measure of self-efficacy in magnitude. Those with high self-efficacy can complete assignments ranging from easy to difficult. For example, learners can select appropriate vocabulary, grammar, spelling, and punctuation. They can choose the best organizational structure for their needs. Finally, they are able to assess their composing. Meanwhile, those with low self-efficacy are unable to complete such complex assignments.

In terms of strength, the learner's perseverance in composing a descriptive text demonstrates self-efficacy. Learners with high self-efficacy can survive the difficult assignment, persevere in completing it, and write with confidence. Throughout the lengthy process, their emotional state remains stable. As a result, they are not easily defeated. Those with low self-efficacy, on the other hand, cannot endure the lengthy process. It has also been discovered that such learners did not write anything on their blank papers when asked to write a descriptive text.

In general, self-efficacy can be seen in learners' behavior when confronted with a composing assignment. In this study, learners with high self-efficacy can write a longer paragraph in the allotted time than those with low self-efficacy. Such learners made every effort to write a good descriptive text. They used a variety of grammar and vocabulary. They also did a good job developing their ideas.

Conclusions

Self-regulated learning and self-efficacy have a significant effect on learners' competence in composing descriptive text in English at private junior high schools in the East Jakarta region. The score of $\text{Sig} 0.000 < 0.05$ and $F_{\text{count}} = 20.194$ demonstrates that self-regulated learning and self-efficacy contributed 41.5% to learners' competence in composing descriptive text.



Self-regulated learning has a significant effect on learners' competence in composing descriptive text in English at private junior high schools in the East Jakarta region. It is demonstrated by the scores Sig = 0.046 < 0.05 and tcount = 2.042.

Self-efficacy has a significant effect on learners' competence in composing descriptive text in English at private junior high schools in the East Jakarta region. It is demonstrated by the scores Sig = 0.000 < 0.05 and tcount = 4.006.

References

- Anastasiou, D., & Michail, D. (2013). *Exploring discordance between self-efficacy and composing performance among low-literate adult learners*. *Learning Disabilities: A Contemporary Journal*, 11(1), 53-87. *Learning Disabilities: A Contemporary Journal*.
- Bandura, A. (1977). *Self-efficacy: On a Unifying Theory of Behavioral Change*, *Psychological Review*. Vol. 84, No. 2
- Berger, F. et al. (2021). *Predicting Coping With Self-Regulated Distance Learning in Times of COVID-19: Evidence From a Longitudinal Study*. *Frontier in Psychology*. 12:701255. Doi: 10.3389/fpsyg.2021.701255.
- Bruning R., Dempsey M., Kauffman D.F., McKim C., Zumbunn S. (2013). *Examining dimensions of self-efficacy for composing*. *Journal of Educational Psychology*, 105, 25–38.
- Cobb, R. (2003). *The relationship between self-regulated learning behaviors and academic performance in web-based courses*. *Dissertation*. Virginia: Faculty of Virginia Polytechnic Institute and State University. Retrieved from <https://vtechworks.lib.vt.edu/handle/10919/264> 69.
- Darr, C., & Fisher, J. (2004). *Self-regulated learning in Mathematics class*. In NZARE Conference, *Turning the Kaleidoscope*, 24– 26.
- de Bruin, A.B., Thiede, K.W., & Camp, G. (2001). *Generating keywords improves metacomprehension and self-regulation in elementary and middle school children*. *Journal of Experimental Child Psychology*, 109 (3), 294-310.
- Djuharie, O. S. (2007). *Genre*. Bandung: Yrama Widya.
- Hall, D. (1988). *Composing Well*. Little, Brown and Company, Boston.
- Harris, K. R., Friedlander, B.D., Saddler, B., Frizzelle, R. & Graham, S. (2005). *Selfmonitoring of Attention Versus Self-Monitoring of Academic Performance: Effects among Learners With ADHD In The General Education Classroom*. *Journal of Special Education*, 39 (3), 145-156.
- Hayes, J. R. (2000). *A new framework for understanding cognition and affect in composing*. In R. Indrisano & J. R. Squire (Eds.), *Perspectives on composing: Research, theory, and practice* (pp. 6–44). Newark, DE: International Reading Association.
- Jarvela, S., & Jarvenoja, H. (2011). *Socially constructed self-regulated learning and motivation regulation in collaborative learning groups*. *Teachers College Record*, 113(2), 350-374.
- Lin, B. (2006). *Genre-based Teaching and Vygotskyan Principles in EFL: The Case of a University Composing Course*. *Asian EFL Journal* 8, 3. Retrieved March 7 2011, from http://www.asian-efl-journal.com/Sept_06_bl_php
- Magno, C. (2009). *Self-Regulation and Approaches to Learning in English Composition Composing*. *TESOL Journal*, 1, 1-16.
- Rustam, A & Wahyuni, D.S. (2020). *Pengaruh Efikasi Diri dan Regulasi Diri terhadap Hasil Belajar Matematika Siswa Kelas X SMA Alkhairaat 1 Palu*. *Guru Tua: Jurnal Pendidikan dan Pembelajaran*. Vol. 3, No. 1, Mei 2020, pp. 61-68. <https://doi.org/10.31970/gurutua.v3i1.48>.
- Siregar, S. R. & Dongoran, N. (2020). *Learners' Competence in Composing Descriptive Text*. *English Journal for Teaching and Learning*, 2020, 8 (1), 81-90.
- Sriwiyanti, S., Saefudin, W., Shofia, A., & Mujib, M. (2022). *Social support, self-efficacy, and learner's mental health in online learning during pandemic*. *Al-Balagh : Jurnal Dakwah dan Komunikasi*. 7. 10.22515/albalagh.v7i1.4914.

-
- Wischgoll A. (2016). *Combined training of one cognitive and one metacognitive strategy improves academic composing skills*. *Frontiers in Psychology*, 7(187), 1-13.
- Wolters, C.A. (2011). *Regulation of motivation: Contextual and social aspects*. *Teachers College Record*, 113(2), 265-283.
- Wongsri, N., Cantwell, R. H., & Archer, J. (2002). *The validation of measures of self-efficacy, motivation and self-regulated learning among Thai tertiary learners*. In Annual Conference of the Australian Association for Research in Education.
- Zimmerman, B. J. (1989). *A social cognitive view of self-regulated learning*. *Journal of Educational Psychology*, 82, 297-306.
- Zimmerman, B. J., & Risemberg, R. (1997). *Becoming a self-regulated writer: A social cognitive perspective*. *Contemporary educational psychology*, 22(1), 73-101.
- Zimmerman, B. J. (1998). *Developing self-fulfilling cycles of academic regulation: An analysis of exemplary instructional models*. In D. H. Schunk & B. J. Zimmerman (Eds.), *Self-regulated learning: From teaching to self-reflective practice* (pp. 1-19). New York: The Guilford Press.
- Zimmerman, B. J. (2000). *Attaining self-regulation: A social cognitive perspective*. In Boekaerts, P. R. Pintrich, & M. Zeidner (Eds). *Handbook of Self-regulation*, 13-39.