

The Virtues of Self-Regulated Learning Strategy in Writing: A Scoping Review

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Abstract. Self-Regulated Learning (SRL) strategy is an autonomous learning strategy in which students have an essential role in regulating their learning. Self-Regulated Learning (SRL) strategy consists of three essential phases (forethought phase, performance phase, and self-reflection phase). This study aims to summarize and disseminate research findings on the virtues of Self-Regulated Learning (SRL) strategy in writing. This article presents a scoping review of 10 (ten) articles from 2018 to 2022 focused on Self-Regulated Learning (SRL) strategy in writing. A scoping review is one of the literature review methods that aims to give in-depth resources that depend on review purposes. Dealing with the steps of a scoping review, Arksey and O'Malley (2005) highlight five important stages in conducting a scoping review; identifying the research question, identifying relevant studies; study selection; charting the data; and collating, summarizing, and reporting. A noteworthy finding of this scoping review deals with the advantages of Self-Regulated Learning (SRL) in writing which cover SRL enhances academic accomplishment, fosters writing abilities, plays an important role in the writing process, and assists students in writing better.

Key words: self-regulated learning strategy; writing; scoping review

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INTRODUCTION

Composing writing in English as Foreign Language (EFL) context is challenging because it has various writing conventions. As EFL learners, students must master micro and macro writing skills. Therefore, the students can produce cohesive and coherent writing. However, students still have writing problems in grammar, mechanics, rhetorical structures, writing organization, negative language transfer, writing process, and students and teachers' attitudes toward writing instruction (Bulqiyah et al., 2021; Derakhshan & Shirejini, 2020; Toba et al., 2019). This phenomenon reveals the importance of using one learning strategy to solve students' writing problems. One of the strategies is the Self-Regulated Learning strategy. Self-Regulated Learning (SRL) is an autonomous learning strategy in which students have an essential role in regulating their learning. Zimmerman (1989) reveals that students can be identified as self-regulated learners if they belong to active students in their learning. It is viewed through the lens of metacognitive, motivation, and behavior.

Zimmerman and Moylan in Hacker and Dunlosky (2009) propose a cyclical phase model of self-regulation that integrates metacognitive processes and key measures of motivation into

three phases. The three phases cover the forethought phase, the performance phase, and the self-reflection phase. In the forethought phase, two aspects cover task analysis and self-motivation beliefs. Goal setting and strategic planning are included in task analysis. For self-motivation beliefs, they consist of self-efficacy, outcome expectation, task interest/value, and goal orientation. In the performance phase, it reveals two domains that include self-control and self-observation. Self-control consists of task strategies, self-instruction, imagination, time management, environmental structuring, help-seeking, interest incentives, and self-consequences. Besides, self-observation relates to metacognitive monitoring and self-recording. Furthermore, the self-reflection phase consists of self-judgment and self-reaction. Self-judgment refers to self-evaluation and causal attribution. Self-reaction consists of self-satisfaction/affect and adaptive/defensive.

Several previous studies have been conducted on SRL in the literature review domain. Cho et al. (2017) conducted a scoping review to discover self-regulated learning in the clinical environment and how to measure it. The scoping review method used was Arksey and O'Malley's five-stage framework. After selecting the articles

related to SRL in the medical clinical learning environment, the number of articles included was 14. The finding showed that there were self-regulated learning levels in the clinical environment, self-regulated learning intertwined with academic achievement, and many factors influenced self-regulated learning levels. Gambo and Shakir (2021) employed a systematic review dealing with SRL to investigate models, design tools, and empirical studies on self-regulated learning in the smart environment. The systematic review employed was 15 out of 1117 articles after several stages of selecting the articles. The systematic review framework used was seven stages proposed by Petticrew and Roberts. The finding showed that self-regulated learning is a vital part of the learning process in a smart learning environment. In the literature part, the domain of SRL strategy was mainly cited. There were a few theoretical models in the smart learning environment in fostering the self-innovative learning process. The use of design tools can be used to motivate students learning engagement and performance. Urbina et al. (2021) conducted a scoping review to explore self-regulated learning characteristics intertwined with the technology-enhanced learning environment in higher education. Forty-two research papers met the criteria. Joanna Bridge Institute was a scoping review framework with seven stages. The finding showed that many researchers were interested in conducting studies on the SRL topic. Most of the research papers applied Zimmerman's frameworks of SRL, employed a quantitative research paradigm, were concerned with university students, and used LMS platforms as technology tools.

Similarities between this study and three previous studies are in the domain of research method used in which literature review is employed. This study is in the form of a scoping review, while the previous studies are a scoping review and a systematic review. A scoping review is a type of literature review to map pertinent literature in a study and addresses more general themes for which a wide variety of research approaches might be appropriate (Arksey & O'Malley, 2005). Besides, the five stages of scoping review consist of identifying the research question; identifying relevant studies; study selection; charting the data; and collating, summarizing, and reporting the results (Arksey &

O'Malley, 2005). Furthermore, the Self-Regulated Learning strategy is the topic of interest in both studies. However, the research gap between this study and previous studies is in the domain of context used in which this study focuses on the virtues of SRL in writing instructions. This study is essential to be conducted because it will enrich the knowledge of implementing SRL in writing instruction, particularly for students to use SRL by considering various advantages of SRL. This study explores the virtues of the Self-Regulated Learning strategy in writing instruction.

METHODS

This study employed a qualitative research paradigm in the form of a scoping review by using Arksey and O'Malley's framework of scoping review. The first step was identifying the research questions. This study's concern was discovering the advantages of Self-Regulated Learning strategy in writing. The research question is 'What does the extant literature reveal about the virtues of Self-Regulated Learning strategy in writing?'. The second step was identifying relevant studies that used three critical terms in searching the articles: Self-Regulated Learning, writing, and English language context. Moreover, the research databases accessed are ERIC, SAGE Journal, and Taylor & Francis Online, and the year range of published articles is from 2018 to 2022. The third step was selecting the study or articles. The inclusion criteria of the articles dealt with Self-Regulated Learning, writing, and English language context, and they were published from 2018 to 2022. After selecting the articles which fit the criteria, 10 research articles are chosen for this study. The fourth step was charting the data, which was extracted into the author, year of publication, the context of the study, participants, and findings that revealed the virtues of Self-Regulated Learning. The fifth step was collating, summarizing, and reporting the results, which intertwined with results, discussion, and conclusion.

RESULTS AND DISCUSSION

Ten articles are tabulated in the summary of charting the data as follows. The criteria for selected articles relate to Self-Regulated Learning (SRL) strategy, writing, and English language context.

Table 1. Self-Regulated Learning in Writing article: 2018-2022

Author (s)	Year	Context	Research Method	Finding that relevant to the virtues of SRL
Abadikhah et al.	2018	Iran	A cross-sectional explanatory design	SRL in writing helps design academic writing courses because it has much information that helps teachers improve their students' academic performance.
Kim and Nor	2019	Malaysia	Quasi-experimental study	SRL helps students be more confident and have positive attitudes toward writing achievement.
Pionera et al.	2020	Indonesia	Quasi-experimental	SRL can develop learners' writing skills if it is combined with appropriate learning methods.
Woottipong	2020	Thailand	Survey	SRL has a positive effect on students' writing performance.
Eslami and Sahragard	2021	Iran	Experimental research	SRL helps EFL learners to write better because it gives impacts learners' metadiscoursal writing skills.
Mahmud and German	2021	Indonesia	A convergent mixed-method research design	Students have SRL skills at a medium level. SRL is aimed at enhancing students' academic achievement.
Xu	2021	China	A mixed-method concurrent explanatory design	SRL creates students' positive attitudes to be more engaged in writing practices
Wijaya	2021	Indonesia	Qualitative content analysis	SRL has a vital role in the academic writing process because the students implement SRL skills such as self-initiator, main controllers, main controllers, etc.
Inan-Karagul and Seker	2021	Turkey	A mixed-method research design,	SRL motivates the students to engage in the practice of writing
Seker and Inan-Karagul	2022	Turkey	A qualitative case study	SRL assists the students in being more engaged in their academic writing assignments.

In this study, a scoping review has navigated 10 (ten) published articles from 2018 to 2022 that match the inclusion criteria. Based on summarizing each article's findings, it can be stated that Self-Regulated ed Learning strategy has virtues, particularly in writing. Dealing with the virtues of Self-Regulated Learning strategy, there are five categories; SRL improves students' academic performance (Abadikhah et al., 2018; Mahmud & German, 2021; Woottipong, 2020), SRL helps students to be more confident and more engaged in writing (Inan-Karagul & Seker, 2021; Şeker & Inan Karagül, 2021; Xu, 2021), SRL develops students' writing skills (Pionera et al., 2020), SRL plays an essential role in the writing process (Wijaya, 2021), and SRL helps students to write better (Eslami & Sahragard, 2021). Furthermore, the scoping review results reveal the importance of implementing a Self-

Regulated Learning strategy. Therefore, it can be used as a reference for teachers or lecturers who teach writing. Furthermore, it will benefit students who want to develop their writing skills by considering the benefits of Self-Regulated Learning strategy.

The researchers of the articles are from different countries, for instance, Indonesia, Iran, Malaysia, Thailand, China, and Turkey, in which English is a second or foreign language. It can be inferred that the topic of Self-Regulated Learning strategy is researchable in many countries. Furthermore, it gives an overview of the implementation of Self-Regulated Learning strategy in a different context of the study. The articles mostly used quantitative research methods such as surveys and experimental research. In addition, mix-method research designs and qualitative research are also

conducted in the studies. It is good to have different research designs because each study has its aims, so the findings or results of the studies can enrich knowledge related to Self-Regulated Learning strategy. Besides, the explanation of conducting the research methods is concise and clear. It eases readers to grasp the complete information in the research articles. Moreover, the challenging part of this scoping review is to find the research articles that explore the notion or the implementation of Self-Regulated Learning strategy in writing. It can be viewed by the number of articles used in this scoping review. Referring to this condition, the researchers, writing teachers or lecturers, and scholars should conduct studies by considering Self-Regulated Learning strategy in writing as the research topic.

CONCLUSION

The present study scoped the discipline of Self-Regulated Learning strategy in writing based on the research databases of ERIC, SAGE Journal, and Taylor & Francis Online that were published from 2018 to 2022. This study aims to explore the virtues of Self-Regulated Learning strategy in writing. Implementing Self-Regulated Learning strategy in writing promotes academic achievement, develops writing abilities, plays a vital role in the writing process, and helps students write better. Considering the virtues of Self-Regulated Learning strategy in writing, the strategy can be one of the alternative learning strategies to solve students' writing problems and help students develop their writing proficiencies.

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