

SELF-REGULATED LEARNING (SRL) STRATEGY INSTRUCTIONS IN ASYNCHRONOUS ONLINE LEARNING

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Abstract

Teachers have less influence over their students when they learn online, particularly when it comes to making sure the learning experience is of a high calibre. The Self-Regulated Learning (SRL) technique is one way to solve this issue. Because they have been prepared to comprehend what to do in their own learning, this technique helps the students to study independently without requiring a lot of assistance from the teachers. The purpose of this study is to: 1) provide task instructions that will support students' autonomous learning in online learning; and 2) find out what the students think about how SRL affects them. The methodology of research and development is applied. The Likert scale is used to gauge the students' points of view. The outcomes demonstrated the efficacy of the SRL technique in fostering autonomous learning, particularly in situations when online learning is desired. Moreover, most students respond positively to the implementation of SRL strategy in online learning.

Keywords – Self-Regulated Learning, Online Learning, Learning Independence

Introduction

With the development of technology, in-person meetings are no longer the only method that teaching and learning are conducted these days. Due to time constraints and distance that prevent teachers and students from meeting face-to-face in a classroom, both synchronous and asynchronous learning are commonly used. Furthermore, because distant learning allows for flexibility in terms of both time and location, many colleges already offer it. Therefore, the invention is intended to replace the remote teaching and learning method without lessening the significance of education.

The idea that "the teacher/lecturer teaches the knowledge" has lately given way to the idea that "the teacher/lecturer assists the students in gaining knowledge" in the teaching paradigm. Teachers may implement this idea and introduce students to the new era of teaching and learning thanks to the wealth of online learning resources available. Teachers' actions and duties within that process are likewise impacted by this phenomenon. As a result,

instructors are expected to acquire new information and abilities, such as how to use suitable learning resources, techniques, and approaches.

According to Museum & Israel (1991), self-regulated learning (SRL) is the emphasis on autonomy and control in monitoring, directing, and regulating behaviours toward the objectives of gaining knowledge, developing competence, and improving oneself. In order to meet the learning objective, which in this case is the ability to write genre-based essays, students must be autonomous in the process of building their knowledge. scholars and instructors who want to comprehend how learners develop proficiency and self-sufficiency in their learning endeavours (Museum & Israel, 1991).

Students gain from SRL in addition to independence. Three times a student's development is dependent on SRL: during the initial learning process, while troubleshooting, and when teaching other students to utilize methods (Paris, S. G., Lipson, M. Y., & Wixson, 1983). Students

should be driven to put forth effort, persevere through difficulties, set objectives, and feel proud of their own accomplishments in addition to being expected to be autonomous learners. To continue on course and prevent annihilation, they require volitional control (Corno, 1993). Additionally, students benefit from employing emotion regulation strategies, such as comforting self-talk, to reduce anxiety related to task difficulty (Kuhl, 1984).

Self-Regulated Learning (SRL) is one of the learning methodologies that is advised for adult learners, such as university students. Zimmerman and Schunk (in Brandmo & Berger, 2013) define self-regulated learning (or self-regulation) as the process by which learners individually activate and sustain cognitions, emotions, and actions that are consistently oriented toward the fulfilment of learning goals. Three stages make up Zimmerman's SRL method (Panadero & Alonso-Tapia, 2014).

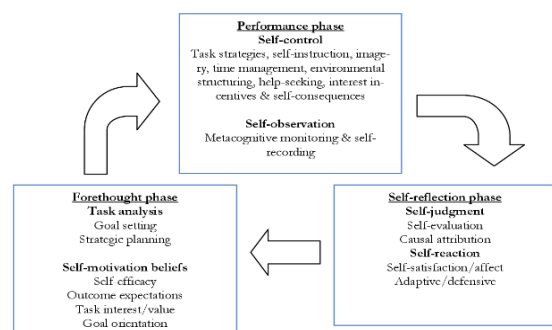


Figure 1. Phases of Self-Regulated Learning

1. Forethought and planning phase

Strategic planning and goal-setting are part of this phase. Students must familiarize themselves with the assignment assigned by the instructor, understand the guidelines, and establish personal objectives for finishing the assignment. Students who create goals are more aware of their personal advantages and disadvantages and have a more

contemplative mindset when it comes to learning (Bloom, 2013). Motivation resulting from self-efficacy enables students to comprehend how expectations enhance their academic performance. According to attention, stability, and control, attribution theory groups learners based on how they assign causal responsibility for an activity's outcomes. Self-efficacy is emphasized by social cognitive theory as a crucial component of motivated action (Nugraha, Degeng, Hanurawan, & Chusniah, 2017).

2. Performance monitoring phase

Here, students design their own methods for completing the assignment by working independently while taking the surroundings, time management, help-seeking, interest incentives, and self-consequences into consideration.

3. Reflection on performance

Students assess how well they performed in finishing the assignment and consider their personal outcomes. Students control their own feelings of happiness or dissatisfaction throughout this phase. After that, the cycle begins at the beginning.

Wandler and Imbriale (2017) suggested strategies to assist Zimmerman's SRL cycles;

1. Strategy 1: Students should be introduced to the SRL technique so that they share the same vision as lecturers or teachers. It is thought to be beneficial to provide a module that covers time management, test preparation, goal-setting, and note-taking techniques.

2. Strategy 2: Add the Study Log to the assignments for learning. Students use this notebook or log to keep track of their own development. The log may be kept in other formats, such as online spreadsheets.

Students can monitor their study habits with the use of this journal.

3. Strategy 3: Instead, then just at the start of the semester, encourage students to SRL the entire time. This demonstrates that lecturers and teachers can still play a motivating role in ensuring that students are not losing sight of their own learning processes. When learning online, each task or activity should provide motivation.

4. Strategy 4: Use chat apps or SMS messages to remind students. Reminders are crucial because lecturers and teachers are in charge of guiding the students. Students who don't spend the most of their time online benefit from this. When it is not possible to hold face-to-face classes, sending SMS with a list of assignments that must be completed by the deadline would be very beneficial. Reminders sent via text message can have an impact on pupils during the self-regulation performance phase.

5. Strategy 5: Employ the scaffolding technique, in which instructors or lecturers offer assistance to students in order to direct their learning. Students benefit from this when it comes to asking peers or lecturers for assistance. In the performance phase of self-regulation, scaffolding is demonstrated to be beneficial, particularly in the domains of task methods, time management, enhancing interests, and asking for assistance.

6. Strategy 6: Promote asking for assistance. Students ask for help when they need it from more experienced people or their classmates. In the context of an online learning environment, requesting assistance usually takes the form of official or informal inquiries made via search engines, information-gathering websites, textbooks, or other resources.

It might be challenging for pupils to obtain a strong and consistent internet signal when learning is done online. Integrating

instructional tools like YouTube and Google Classroom can help overcome this issue. In Google Classroom, teachers should provide clear instructions so that students can establish objectives and work toward completing the activity. Videos with a thorough explanation can be made and posted to YouTube. Students can repeat the explanation on YouTube multiple times.

In light of the background information provided above, the objectives of this study are as follows: 1) create task instructions for learning Intermediate English Grammar that are integrated with self-regulated learning to support students' independent learning during asynchronous online learning; and 2) gather student opinions regarding how SRL affects them in online learning..

Methodology

Research Design

The research and development methodology used in this study is that which Overdijk (2009:9) offered.

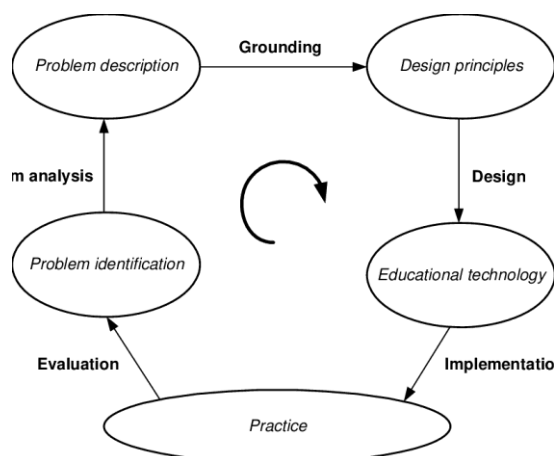


Figure 2. Research and Development Cycle

The problem description from the previous session serves as the starting point for the cycle. The ideas derived from the issues include:

1. Present SRL to the students.
2. Design exercises that take learning processes into account.

3. Draft guidelines based on the activities.
4. Include the instructions with the worksheets or module.

The design creates instructional technology; in this example, it's a worksheet or module that students are given to help them learn how to write. The worksheets or module are then utilized as media in learning practices when the SRL method is put into reality. The assessment phase is the next, in which students are asked to provide their opinions about the worksheets or the module. Another cycle of development is built using the evaluation's findings.

Participants/Subject/Population and Sample

Students in the second semester of Universitas Ngudi Waluyo's English Literature Department, totaling eighteen students.

Instruments

Students' opinions on the SRL strategy in learning Intermediate English Grammar were gathered for this study using a Likert scale that ranges from Strongly disagree (1) to Strongly agree (5). The claims are;

1. I am motivated to become more self-reliant by the SRL technique.
2. I can be more organized in learning by the SRL strategy.
3. I can identify my strength and weakness in learning using the SRL strategy.
4. I get higher motivation to finish my assignment using the SRL strategy.
5. I constantly get motivation from my lecturer to improve reading comprehension skill.

Data Analysis Procedures

After that, the data was examined by summarizing the answers to the questionnaire that was given to the students.

Finding and Discussion

The results of this study are guidelines for teaching Intermediate English Grammar in

SRL strategy. The strategy is divided into three phases, each of which is denoted by a set of instructions. Pre-learning training is provided to the students as a guide, including;

1. "Please take a look at the text below regarding self-regulated learning."

Students become familiar with the strategies they should use when learning through this lesson.

2. "Fill in this Self-Regulated Learning diagram."

Students can assess their understanding of the strategy with the use of this lesson.

These instructions are considerably prominent to introduce SRL strategy to students before they apply it.

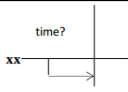

Phase 1 "Forethought and planning phase"

The instructions might be like:

1. "In this session, you are expected to be able to understand various types of tenses including their functions and forms"

This statement aims to help students set their learning goals. This simple statement is also able to make the students independent in managing their learning.

2. "Please understand the table below"

How do we use present perfect tense?		
	(a) They <i>have moved</i> into a new apartment.	The present perfect expresses the idea that something happened (or never happened) <i>before now</i> , at an <i>unspecified time in the past</i> . The exact time I happened is not important. If there is a specific mention of time, the simple past is used. <i>They moved into a new apartment last month.</i> Notice the examples: the adverbs <i>ever</i> , <i>never</i> , <i>already</i> , <i>yet</i> , <i>still</i> , and <i>just</i> are frequently used with the present perfect.
	(b) <i>Have you ever visited</i> Mexico?	
	(c) I <i>haven't seen</i> snow.	
	(d) I <i>haven't seen</i> that movie.	
	(e) Jack <i>hasn't</i> seen it yet.	
	(f) Ann started a letter to her parents last week, but she still <i>hasn't finished</i> it.	
	(g) Alex feels bad. He has just <i>heard</i> some bad news.	
	(h) We <i>have had</i> four tests so far this semester.	The present perfect also expresses the repetition of an activity before now. The exact time of each repetition is not important. Notice in (h): <i>so far</i> is frequently used with the present perfect.
	(i) I <i>have written</i> my wife a letter every other day for the last two weeks.	
	(j) I <i>have met</i> many people since I came here in June.	
	(k) I <i>have flown</i> on an airplane many times.	

Phase 2 "Performance monitoring phase"

The students log technique is used in this phase to enable students to assess their own development and accomplishments. Since every student is unique, it is envisaged that the task records will assist

students in identifying the best tactics to employ. Based on these findings, it is imperative that we identify the best teaching practices for various student populations and learning contexts in order to maximize academic success while conserving psychological resources (Li, Ye, Tang, Zhou, & Hu, 2018).

Students must review their accomplishments and progress in a log during this phase. Its goal is to assist students in time management so they can finish the assignment. To maximize academic achievement and conserve psychological resources, it is imperative to identify the best practices for various student populations and instructional settings (Li, Ye, Tang, Zhou, & Hu, 2018). The log may occur like;

Dat e	Tas k	Strategie s	Time Give n	Time Spen t
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The assignments that lecturers assign are listed in the "Tasks" column. Unit 1 Present Perfect Tense, for instance First task: Recognizing the uses of the present perfect tense. Complete Exercises 1 and 2. The ways in which students finish the assignments are listed in the "Strategies" column. For instance, "Determining which function of Present Perfect Tense is applied after comprehending the context of a sentence." The time allotted for education by lecturers or teachers is known as the "Time given." The "Time spent" refers to the amount of time pupils need to complete each job. Students can track their own performance and determine whether they can finish the assignments on time by filling out this table. Lecturers should remind students about the assignments throughout this phase as well.

Phase 3 "Reflection on performance"

Students are encouraged to review their performance after finishing their log to determine what areas still require work and what areas they are having trouble with. Through performance evaluation, students can then determine whether they require assistance from instructors or their peers. By providing links or search terms, lecturers can also motivate their students to use other resources, like the internet, for assistance. Students will stay on course if they are given specific guidance like this. Additionally, this will assist students in determining which tactics they can utilize with ease to do a particular work. When they can commit the tense's structure to memory before learning its functions, some students could feel more at ease. The log will produce a variety of strategies because each student may use learning strategies differently.

Lecturer participation is required for this strategy's implementation from the planning stages to the assessment. Given this, it is crucial that lecturers receive training, particularly in the area of material preparation, whether it takes the form of worksheets or modules (Ergen, 2017).

From the distributed questionnaire filled by the students, the results revealed that:

1. I am motivated to become more self-reliant by the SRL technique.
2. I can be more organized in learning by the SRL strategy.
3. I can identify my strength and weakness in learning using the SRL strategy.
4. I get higher motivation to finish my assignment using the SRL strategy.
5. I constantly get motivation from my lecturer to improve reading comprehension skill.

No	Statement	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
1	I am motivated to become more self-reliant by the SRL technique.				72% (16/22)	27% (6/22)
2	I can be more organized in learning by the SRL strategy.				100% (22/22)	
3	I can identify my strength and weakness in learning using the SRL strategy.				86% (19/22)	13,6% (3/22)
4	I get higher motivation to finish my assignment using the SRL strategy.			22,7% (5/22)	77% (17/22)	
5	I constantly get motivation from my lecturer to improve reading comprehension skill.					100% (22/22)

The questionnaire's results showed that by allowing students to plan their own study sessions, this method increases their level of independence in the learning process. To complete the assignment in the allotted time, they can individually define their own goals and manage their time.

Conclusions

1. The instructions of SRL Strategy are proved to be effective to promote independent learning especially online learning
2. It is also proved that most students respond positively to the implementation of SRL strategy in Intermediate English Grammar class.

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