



**STUDENTS' SELF-REGULATED LEARNING
IN WRITING RESEARCH PROPOSAL**
(A Study of the English Students of UIN Mahmud Yunus Batusangkar
Registered in 2024/2025 Academic Year)

THESIS

*Submitted to English Teaching Department of Tarbiyah and Teacher
Training Faculty of UIN Mahmud Yunus Batusangkar
as a Requirement to Obtain Bachelor Degree (S.1)
in English Teaching*

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BATUSANGKAR
2025**



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MENULIS PROPOSAL PENELITIAN**

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Diajukan Kepada Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan
Ilmu Keguruan UIN Mahmud Yunus Batusangkar untuk Memenuhi Salah Satu
Syarat Guna Memperoleh Gelar Sarjana Strata Satu (S1)
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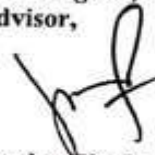
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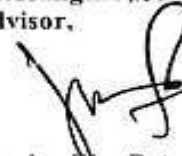
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ABSTRACT

YULI AFNI, Reg. No 1930104075 entitled: “STUDENTS’ SELF REGULATED LEARNING IN WRITING RESEARCH PROPOSAL A STUDY OF ENGLISH STUDENTS OF UIN MAHMUD YUNUS BATUSANGKAR REGISTERED 2024/2025 ACADEMIC YEAR”, English Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Mahmud Yunus Batusangkar.

The problem of this research was students’ self-regulated learning in writing research proposals a study of English Students of UIN Mahmud Yunus Batusangkar Registered 2024/2025 had been not yet revealed. The purpose of this research was to describe students’ self-regulated learning in writing research proposals, specifically focused on English students of UIN Mahmud Yunus Batusangkar.

The method used in this research was quantitative with a descriptive design. The research population consisted of English students of UIN Mahmud Yunus Batusangkar had obtained approval for their research proposal titles registered in the 2024/20225 academic year, had taken the writing proposal and had not yet taken the research proposal seminar. The sample was selected by using purposive sampling, in which the researcher chose individuals or groups considered most relevant, suitable, or possessing specific characteristics required for research purpose. In this study, a total of 34 students filled out the questionnaire. But 3 of them did not the creiteria. Therefore, the total number of respondents included in this research was 31 students from two academic levels. Data collection in this study was conducted by distributing closed-ended questionnaires with five Likert scale. To collect the data, the instrument used was a questionnaire based on a framework regarding the characteristics of students’ self-regulated learning in writing research proposals according to several experts (Zimmerman in Namira, 2021; Bernard et al in Alam, 2024, Pintrich in Utami, 2023), which totals 84 items. The questionnaire had previously been validated by 3 validators with the results of the validation test of this instrument in general being 0,71 (High Validity). After that, the questionnaire was distributed by the researcher in form of google form. The result of data from respondents were analysed according to Gozali in Aziza et al., (2023), namely descriptive quantitative by using software SPSS 25 and interpreted the category level based on Vagias in Utami (2023).

The research results showed that, in general, the students’ self-regulated learning in writing research proposals (a study of English students of UIN Mahmud Yunus Batusangkar) fell into the middle category. This was evident from the findings in each category, namely strategic planning, goal setting, environmental structuring, help seeking, self-control, self-evaluation, time management, self-consequences, task strategies, comprehension, self-reaction, self-motivation belief, and self-judgment, all of which were classified in the middle category.

ABSTRAK

YULI AFNI, Reg. NO 1930104075 judul skripsi: **“STUDENTS’ SELF REGULATED LEARNING IN WRITING RESEARCH PROPOSAL A STUDY OF ENGLISH STUDENTS OF UIN MAHMUD YUNUS BATUSANGKAR REGISTERED 2024/2025 ACADEMIC YEAR”**, Program Studi Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri (UIN) Mahmud Yunus Batusangkar.

Permasalahan dalam penelitian ini adalah *self-regulated learning* mahasiswa dalam menulis proposal penelitian, khususnya pada mahasiswa Program Studi Pendidikan Bahasa Inggris UIN Mahmud Yunus Batusangkar yang belum terungkap. Tujuan dari penelitian ini adalah untuk mendeskripsikan *self-regulated learning* mahasiswa dalam menulis proposal penelitian, dengan fokus khusus pada mahasiswa Pendidikan Bahasa Inggris UIN Mahmud Yunus Batusangkar yang terdaftar pada tahun akademik 2024/2025.

Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan desain deskriptif. Populasi penelitian terdiri dari mahasiswa Pendidikan Bahasa Inggris UIN Mahmud Yunus Batusangkar yang telah mendapatkan persetujuan judul proposal penelitian, sedang menulis proposal penelitian, dan belum mengikuti seminar proposal pada tahun akademik 2024/2025. Sampel diambil menggunakan teknik *purposive sampling*, yaitu teknik di mana peneliti memilih individu atau kelompok yang dianggap paling relevan, sesuai, atau memiliki karakteristik tertentu yang dibutuhkan untuk tujuan penelitian. Dalam penelitian ini, sebanyak 34 mahasiswa mengisi kuesioner, namun 3 di antaranya tidak memenuhi kriteria. Oleh karena itu, jumlah total responden yang digunakan dalam penelitian ini adalah 31 mahasiswa dari dua angkatan akademik. Pengumpulan data dalam penelitian ini dilakukan dengan menyebarkan kuesioner tertutup menggunakan skala Likert. Instrumen yang digunakan dalam pengumpulan data adalah kuesioner yang disusun berdasarkan kerangka teori mengenai karakteristik *self-regulated learning* mahasiswa dalam menulis proposal penelitian, yang dikembangkan oleh beberapa ahli (Zimmerman in Namira, 2021; Bernard et al in Alam, 2024; Zimmerman & Risemberg in Utami, 2023), yang berjumlah 84 item pernyataan. Kuesioner sebelumnya telah divalidasi oleh 3 validator dengan hasil uji validasi instrumensecara umum adalah 0,71 (validitas tinggi). Setelah itu, kuesioner disebar oleh peneliti dalam bentuk *Google Form*. Hasil data dari responden dianalisis menurut Gozali dalam Aziza et al. (2023), yaitu menggunakan deskriptif kuantitatif dengan menggunakan software SPSS 25 dan tingkat kategorinya diinterpretasikan berdasarkan kategori dari Vagias dalam Utami (2023).

Hasil penelitian menunjukkan bahwa secara umum, *self-regulated learning* mahasiswa dalam menulis proposal penelitian (studi pada mahasiswa Pendidikan Bahasa Inggris UIN Mahmud Yunus Batusangkar) berada dalam kategori sedang. Hal ini terlihat dari temuan pada setiap indikator, yaitu *goal setting, environmental structure, self-evaluation, task strategy, help seeking, time management, comprehension, strategic planning, self-judgment, self-reaction, self-motivation, self-control, dan self-consequences* berada dalam kategori sedang.

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CHAPTER I

INTRODUCTION

A. Background of Problem

In higher education, students are not only expected to understand the material academically but also to possess independent problem-solving skill in completing tasks. One of the independent abilities possessed by students is self-regulated learning. Self-regulated learning refers to a process where students are active and independent in setting goals, monitoring, and evaluating their own learning. According to Schunk and Zimmerman (2019), students with high self-regulated learning demonstrate independence in setting learning goal, choosing appropriate strategies, and controlling and reflecting on their learning outcomes. Self-regulated learning is one of the factors that contribute to academic success because it is closely related to motivation, self-discipline, and perseverance in completing complex tasks.

According to Ariyanti et al., (2018), self-regulated learning is learning approach where students must motivate themselves to understand the material taught by their teachers. Students can participate more actively in the learning process in this situation in terms of behavior, self-efficacy and cognitive aspects. Students can participate more actively in the learning process in this situation both in terms of behavior, self-efficacy and cognitive aspects.

There are several aspects in self-regulated learning such as goal setting, task strategy, self-monitoring, self-evaluation, help seeking and time management. Through these aspects, students can control their own learning process and are able to overcome and face academic challenges. Students with high self-regulated learning tend to show better academic performance compared to students who do not have self-regulated learning.

In addition, students with low self-regulated learning will experience obstacles and difficulties in completing their academic tasks. Putri and Fajriah (2021) states that students with low self-regulated learning are more likely to have difficulty setting goals, managing time effectively and choosing the right

strategies to complete tasks. As a result, they are slowly for completing academic tasks effectively and optimally.

One type of academic writing that requires self regulated learning is writing research proposal. A research proposal is a structured academic document that outlines a student's research plan including background of study, problem statements, methodology, etc. a research proposal demonstrates the significance, reasonableness and relevance of a research project and also should be written in a persuasive but in academic tone (Tran 2022). In writing research proposal it's not only about writing skills but also about critical thinking skills, knowledge related to methodology and systematic academic writing.

However in reality many students still experience difficulties in writing research proposal independently. The difficulties encountered include confusion in choosing a topic, formulating the problem, or even constructing a relevant theoretical framework. Research proposal serves a guide for researchers and as a way to convey the importance of the research to others. Because it is quite complex writing a research proposal not only requires writing skills but also the right learning strategies.

In this context learning strategies become essential. Learning strategies are techniques or approaches that students consciously use to enhance their understanding, retention and application of information (Oxford, 2017). These strategies can be cognitive (e.g. summarizing), metacognitive (e.g. planning, monitoring), social (e.g. asking questions), or effective (e.g. managing, motivation). Effective use of learning strategies enables students to become independent and successful learners, particularly in completing academic writing tasks like research proposals (Zimmerman in Rosyada (2013). Without strategic approaches, students may find it difficult to navigate the complex stages of idea development, information synthesis and content organization.

Relation to learning strategies, self regulated learning encourages students to adopt effective learning approaches. For example, students who have cognitive strategies such as setting goals and creating drafts to make it

easier to complete their writing results, manage time effectively, and find information sources to assist in completing their writing research proposal.

Based on preliminary research conducted through interviews with three students who were in the process of writing their research proposal at different levels, it was found that students who had self regulated learning applied specific strategies to help them finish their research proposal. For example, they created writing drafts to track their progress, managed their time carefully while writing, and gave themselves small reward for every goal they achieved. On other hand, student who did not have self regulated learning work on their proposal whenever they wanted without setting a clear schedule or planning their work. This finding supported the idea from Zimmerman, Barry J, Moyland in Salsabila, (2022), students who have self-regulated learning strategies will find it easier to manage and control their process in completing their research proposal

This research is not the first study to investigate self-regulated learning. There have been several previous studies that have examined this topic. The first research conducted by Rosyada (2013) entitled *An Analysis of Students' Self-Regulated Learning in Speaking (A Study of the Fifth Semester Students of English Department of STAIN Batusangkar in 2012-2013 Academic Years)*. The second research conducted by Abadikhah, et al (2018) entitled *EFL Students' Attitudes Towards Self-Regulated Learning Strategies in Academic Writing*. The third research conducted by Alam (2024) entitled *The Differences Between High and Low Self regulated Learning Students in Writing Skripsi*. The Fourth research conducted by Rochmah (2021) entitled *College students' self-regulated learning strategies in academic writing and writing performance correlational study*.

From these previous studies, it can be seen that their focus differs from the present research. The main difference is that the previous studies focused on speaking, academic writing, writing skripsi and writing performance. On the other hand, this research focuses on describe students' self-regulated learning in writing research proposal by using quantitative research.

Based on the previous research and research phenomena above, it can be seen that there is no research that examines students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar. The researcher was interested in filling this gap and conducting research entitled "Students' Self-Regulated Learning in Writing Research Proposal (A Study of the English Students of Mahmud Yunus Batusangkar Registered in 2024/2025) Academic Year" because it can reveal with students' self-regulated learning in writing research proposal.

B. Identification of the Problem

Self regulated learning (SRL) is one of the abilities possessed by students including setting learning goals, managing time, choosing effective learning strategies and evaluating learning progress which helps students actively and independently complete academic tasks in higher education (Schunk & Zimmerman, 2019). Students with good self regulated learning skills tend to be more successful academically, especially in completing research proposal on time.

There are several factors that can influence students' have low self regulated learning such as internal motivation, lack self discipline, an inability to choose and set appropriate and suitable learning strategies. Therefore, students who have the right learning strategies such as goal setting, task strategy, time management, self monitoring, self evaluation, etc which are aspect of self regulated learning that help students write research proposal effectively and structured.

The impact of having low self regulated learning is evident in delayed proposal completion, confusion in determining topics, and excessive dependence on lecturer guidance. Conversely, students with good self regulated learning are able to develop writing plans, complete assignment on time, and demonstrate initiative in seeking information and independently revising their written work (Salsabila, 2022).

However, based on interviews conducted by the researcher with 3 students of English students of UIN Mahmud Yunus Batusangkar, it was found that students have low self regulated learning abilities, such as lack of clear setting goals, an inability to manage time effectively, and a lack of consistency in completing research proposal independently. According Putri & Fajriah (2021), students with low self regulated learning tend to experience difficulties in setting goals, choosing the right strategies, and completing tasks on time.

C. Limitation and Formulation of the Problem

Based on identification of the problem above, the researcher limits her research on describing students' self-regulated learning in writing research proposal (a study of the English Students of UIN Mahmud Yunus Batusangkar Registered in 2024/2025) academic year. In this research, she formulated the general problem: "What is the level of students' self-regulated learning in writing research proposal of English Students of UIN Mahmud Yunus Batusangkar?"

For the specific of the research formulation above, she formulated the questions as follows:

1. What is the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term goal setting?
2. What is the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term environmental structure?
3. What is the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term self- evaluation?
4. What is the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term task strategy?

5. What is the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term help seeking?
6. What is the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term time management?
7. What is the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term comprehension?
8. What is the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term strategic planning?
9. What is the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term self judgement?
10. What is the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term self reaction?
11. What is the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term self motivation?
12. What is the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term self control?
13. What is the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term self consequences?

D. Definition of the Key Term

In order to prevent misunderstandings researcher offers a confirmation of the terms used. These are the terms:

1. Students' Self-Regulated Learning

Students' self-regulated learning is learning process used by students to being active and independent to achieve their goals in learning.

2. Academic writing

Academic writing is a type of writing that is composed in formal language use in scientific writing and at the university level. The structure in academic writing is clear, the tone is objective, and it based on the rules.

3. Research Proposal of English Student of UIN Mahmud Yunus Batusangkar

Research proposal refers to the scientific works written by students to provide detailed information related to the research plan that they researcher does.

4. Learning Strategy

Learning strategy refers to the techniques students use such as planning, time management, monitoring, etc while writing research proposal

E. Purpose of the Research

From the researcher's question above, the general purpose of this research was to describe the level of students' self-regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar.

For specific purposes, the researcher was done to:

1. To describe the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term goal setting.
2. To describe the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term environmental structure
3. To describe the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term self evaluation
4. To describe the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term task strategy.

5. To describe the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term help seeking.
6. To describe the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term time management.
7. To describe the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term comprehension.
8. To describe the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term strategic planning.
9. To describe the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term self judgment.
10. To describe the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term self reaction.
11. To describe the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term self motivation belief.
12. To describe the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term self control.
13. To describe the level of students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar in term self consequences.

F. Significance of the Research

This research is expected to provide benefits both theoretically and practically.

1. Theoretically

The results of this study are expected to contribute to the development of knowledge in the field self regulated learning, particularly in the context of academic writing.

2. Practically

Hopefully this research can provide benefits for English language students, lecturer, and the researcher herself.

a. English Students

Through this research provides information for English students at UIN Mahmud Yunus Batusangkar about self regulated learning in writing research proposal. By understanding their overall self regulated learning students are expected to become more aware of their learning and improve themselves to become more independent and effective in writing research proposal.

b. English Lecturer

The findings of this study can help lecturers identify students weaknesses in applying self regulated learning, especially in proposal writing. With this insight, lecturers can design more targeted instructed planning, guided goal setting, time management and so on this will promote more active and independent learning behavior among students.

c. Researcher Herself

This research provides meaningful academic experiences for the researcher in exploring, designing, and analyzing self regulated learning within a real academic setting.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Self Regulated Learning

a. Definition of Self Regulated Learning

Zimmerman & Martines-Pons in Ariyanti et al., (2018), states that self-regulated learning is learning approach where students must motivate themselves to understand the material taught by their teachers. Students can participate more actively in the learning process in this situation in term of behavior, self-efficacy and cognitive aspects. It means that self-regulated learning is a learning approach where students must motivate themselves to understand the material taught by their teacher. Students can participate more actively in the learning process in this situation both in terms of behavior, self-efficacy and cognitive aspects.

Besides, schunk & Zimmerman as quote by Darmiyani (2012) states self regulated learning is the learning process that occurs due to the influence of one's own thoughts, feelings, strategies and behaviors oriented towards achieving goals. Self-regulated learning is characterized by an individual's accountability for their learning process in order to attain favorable academic results (Zimmerman, Barry J& Moylan in Salsabila, 2022). It means that students determine their own ways to actively and independently to achieve in their learning process.

Next, self-regulated learning is an ability possessed by students where learners employ strategies by regulating cognition, metacognition, and motivation (Setyowati & Sahrani in kristiyani, 2021). Cognitive include efforts to recall and repeatedly practice the material. Metacognitive include planning, monitoring and evaluating. Motivational include viewing learning as a personal need or intrinsic aspect, self-rewarding and persevering. It means self-regulated learning is the process

by which students active and maintains cognition, behavior and systematically influences goal achievement.

Therefore students can set leaning goals and the try to monitor, regulate and control their behavior, cognition, and motivation based on their learning context. So this called with the self-regulated learning. based on the Zimmerman and Risemberg in Rosyada (2013) states about characterize as self-regulated learning this include self-monitoring, time management, goal setting, controlling effort to achieve goals, social and physical regulation. Self-regulated learning might be defined as the learner's capacity to govern or employ metacognitive techniques.

Based on explanation above, it can be concluded that self-regulated learning is not only about students learning process but also include strategy that can used by students to being active and independent to achieve their goals especially in writing research proposal.

b. Importance of Self-Regulated Learning in writing research proposal

When writing a research proposal implementing self-regulated learning is crucial. Students who have self-regulated learning in their studies have the ability to organize and manage the learning process independently. This will help students in the process of writing a quality research proposal and also improve their skills in writing and research (Hallberg & Olsson, 2017). Therefore, there are several reasons self-regulated learning is very important, such as:

1) Determining effective planning

Students determine the plan to be carried out for writing a research proposal. In this case, they set clear objectives, identify the necessary resources, and manage their time as best as possible to achieve the targets. Therefore, having a good plan will help students to reduce their stress and improve their abilities in writing process.

2) Self-Monitoring

Students who have self-regulated learning have the ability to monitor the progress they have made while writing. Students can also

evaluate the appropriate and effective strategies to use. With this ability it can help students to stay focused on completing their research proposal and also to help them avoid the habit of procrastinating on their work.

3) Reflection and evaluation

Students will reflect and evaluate the results they have written. In this case they will assess the extent of their success and also plan how to improve their abilities for the future. Therefore, this process will help students enhance their skills so that they can achieve their goals in completing the writing of the research proposal.

4) Increase motivation and independence

By having self-regulated learning it can help students to be more independently in the learning process. Because they have control, motivation, and responsibility to complete and achieve their academic goals. This can also be influenced by motivation that comes from within the students themselves. So the writer strives to produce quality results. Students with strong motivation will be committed to completing and presenting the best results in their writing.

5) Development of research skills

By having self-regulated learning students not only develop writing skill but also improve the quality of the texts they present. This is related to how they search, evaluate, formulate problem, looking for sources, and construct logical arguments in writing research proposals. This determines the outcome of the research proposals written by students.

Based on the explanation above it can be concluded that self-regulated learning giving contribution in the process of writing a research proposal. With self-regulated learning students will be better able to develop independent strategies to complete and achieve the targets they have set. So that they will not postpone and presenting the best results to the best of their ability.

c. Aspects of Self Regulated Learning

According Zimmerman and Risemberg in Amalia et al., (2023), there are four aspects these cognitive, metacognitive, social-behavioral and motivational strategies help students be independence in learning process. First, Cognitive, students' ability to process and understand information is closely related to cognitive strategies which are very important for completing tasks and learning. According to Teng & Huang (2020) founds that students' writing is significantly influenced by cognitive strategies. Cognitive focus on conceptual and analyze specific details about structure in writing process. Second, metacognition is an important part of self-regulated learning which allows students to use their cognitive resources to achieve learning goals. Metacognitive strategies include aspects related to planning, monitoring and evaluating learning actions. The metacognitive process also plays an important role in monitoring and regulating the learning process. Therefore, it can help students identify and correct mistakes

Third, social-behavioral, students strive to use social-behavioral to control and direct their behavior in response to external factors (Wang et al., 2013). Social-behavioral is closely related to self-regulated learning. According to Yulianti (2018), the social-behavior include collaborating with classmates, asking for corrections or feedback from teachers, peers and discussing written assignment with others. And four, motivational are also an important part of self-regulated learning which demonstrates students' ability to control their emotions and thoughts during tasks (Zimmerman & Cleary, 2016). These focus on managing feelings while working on written tasks. Its involve students' awareness of their feelings and emotions to encourage them to achieve their goals (Teng & Huang, 2020)

Guo et al., in Rochmah (2020) states there are four aspects of self-regulated learning, as following below: first, cognitive strategy refers to students' capacity to comprehend information or knowledge in order to

finish job. It means cognitive strategies help students to understand the material while they are writing. It indicates that cognitive methods in writing are concerned with conceiving and evaluating certain details of the text's structure. Next, metacognitive strategy is thought to be directly related to the learner's capacity to manage and control their cognitive resources in order to meet the demands of the learning process.

The three phase regulatory procedures of metacognitive methods include planning, monitoring, and assessing. It means metacognitive this relate with how students plan, monitor and assessing to finish task. Next, social-behavioral strategy refers to individuals' efforts to control and guide their learning behavior while being influenced by contextual factors is reflected in social-behavioral strategy. It means social behavior is one of the supporting factors in completing tasks. And last, motivational strategy means by which people intentionally improve their feelings or thoughts in order to participate in task contribution. It means motivational strategy is one of the supporting factors in completing and improve student task.

To get simple understanding about the aspects of self-regulated learning, it can be seen in the following table:

Table 2. 1
Aspects of Self-Regulated Learning According to Experts

No	Expert's Name	Aspects of self-regulated learning	Conclusion
1	Zimmerman and Risemberg in Amalia et al., (2023)	1. Cognitive a. Focus on conceptual b. Analyse specific details 2. Metacognitive a. Planning b. Monitoring c. Evaluating learning actions 3. Socio-behavioural a. Collaborating with classmates b. Asking for	1. Cognitive c. Having focus on conceptual d. Must analyse specific details e. Having awareness about concerned with conceiving f. Critical in evaluating in detail

No	Expert's Name	Aspects of self-regulated learning	Conclusion
		<p>corrections or feedback from teachers</p> <p>c. Asking for correction from peers And discussing written assignment with others</p> <p>4. Motivational</p> <p>a. Control their emotion</p> <p>b. Control their thoughts during task</p>	<p>2. Metacognitive</p> <p>a. Having clearly plan</p> <p>b. Must monitor learning process</p> <p>c. Must evaluating learning actions having assessing to evaluate learning process</p>
2	Guo et., al in Rochmah (2020)	<p>1. Cognitive strategy</p> <p>a. Aware concerned with conceiving</p> <p>b. Evaluating certain details</p> <p>2. Metacognitive strategy</p> <p>a. Planning</p> <p>b. Monitoring</p> <p>c. Assessing</p> <p>3. Social-behaviour strategy</p> <p>a. Efforts to control guide their learning behaviour</p> <p>4. Motivational strategy</p> <p>a. Feelings or thoughts in order to participate in task contribution</p>	<p>3. Socio-behavioural</p> <p>a. Able to collaboration with classmates</p> <p>b. Able to asking for correction from teacher</p> <p>c. Able to asking for correction from friends</p> <p>d. Able to discussion with other about written assignment</p> <p>e. Able to control and guide their learning behaviour</p> <p>4. Motivational</p> <p>a. Able to control their emotion</p> <p>b. Able to control their though during task</p> <p>c. Having contribute in</p>

No	Expert's Name	Aspects of self-regulated learning	Conclusion
			task

Based on the experts' theories above, it can be concluded that the experts have different ideas about the aspects of self-regulated learning. The researcher can conclude that there are four aspects of self-regulated learning such as: cognitive involved having focus on conceptual, must analyze specific details, having awareness about concerned with conceiving, and critical in evaluating in detail. Metacognitive involved having clearly plan, must monitor learning process, must evaluating learning actions and having assessing to evaluate learning process. Socio-behavioral involved able to collaboration with classmates, able to asking for correction from teacher, able to asking for correction from friends, able to discussion with other about written assignment, and able to control and guide their learning behavior. Motivational involved able to control their emotion, able to control their thought during task, and having contribute in task.

d. Characteristic of Self Regulated Learning

According Zimmerman in montalvo and Torres in M, Khairatun-nisa (2020,) students who have self-regulated skill in learning are those who have strategies for studying, can manage their time and systematically complete assignments, have a passion for learning, set learning goals, are punctual and orderly in submitting assignment, and can overcome difficulties in the learning process.

According Ormord in Nahdi (2017), there are eight characteristics students who have self-regulated learning, such as: first, goal setting. The identification of the desired final outcome for their learning activities is known as goal setting. Students who study independently know what they want to achieve while learning. They also set goals for specific learning activities for long time purposes. Next, planning. Planning is the best way to use the available time for studying. Students who study independently

have a plan for their study tasks and know how to use their time to achieve their goals.

Next, Self-motivation assesses students to maintain intrinsic motivation to complete learning assignment. Students who study independently tend to have high self-confidence in their ability to complete tasks to maintain their motivation. They can do this by making tasks more enjoyable, reminding themselves of the importance of doing well, or promising themselves a reward when they complete them. Next, attention control maximizing attention on study tasks such as students who study independently will strive to focus on their tasks and avoid thoughts that can disrupt their thoughts and emotions. Next, application of learning strategies, choosing and using the appropriate processing methods for the material to be studied. Students can choose their own learning strategies based on the goals they want to achieve.

Next, self- monitoring. Students with self-directed learning will evaluate periodically to see if they have achieved their goals. They will also continue to track their progress during the learning process and if necessary they will adjust their learning strategies or goals. Next, self-evaluation assessing individual efforts because students who study independently will evaluate what they have learned as sufficient to achieve their goals. Next, self-reflection this part assesses students determining how effective and efficient the chosen learning method is and possibly finding other options that might be more effective in future learning situations.

To get simple understanding about the component of self-regulated learning, it can be seen in the following table:

Table 2. 2
Characteristics of Self-Regulated Learners According to Experts

No	Expert's Name	Characteristics of Self-Regulated Learners	Conclusion
1	Zimmerman in montalvo and	1. Have strategies for studying	1. Having strategies for studying

No	Expert's Name	Characteristics of Self-Regulated Learners	Conclusion
	Torres in M, Khairatunnisa (2020)	<ol style="list-style-type: none"> 2. Can manage their time and systematically complete assignments 3. Have a passion for learning, set learning goals 4. Are punctual and orderly in submitting assignment 5. Can overcome difficulties in the learning process 	<ol style="list-style-type: none"> 2. Having systematically complete assignment 3. Having a passion for learning 4. Having a punctual and orderly in submitting their assignment 5. Students can overcome difficulties in the learning process 6. Goal setting
2	Ormord in Nahdi (2017)	<ol style="list-style-type: none"> 1. Goal Setting <ol style="list-style-type: none"> a. Know what they want to achieve b. They also set goals for specific learning 2. Planning <ol style="list-style-type: none"> a. Have a plan for their study task b. Know how to use their time to achieve their goals 3. Self- motivation <ol style="list-style-type: none"> a. Tend to have high self confidence b. They can do this by making tasks more enjoyable c. Do the best in learning task 4. Self rewards <ol style="list-style-type: none"> a. Attention control b. Strive to focus on their c. Avoid anything 	<ol style="list-style-type: none"> a. Students know what they want to achieve b. Students able to set goals for specific learning 7. Planning <ol style="list-style-type: none"> a. Students having plan for their study task b. Students know how to manage their time 8. Self- motivation <ol style="list-style-type: none"> a. Students having self confidence b. Students able to setting learning environment c. Students able to do the best in their task d. Students giving self reward after making a task

No	Expert's Name	Characteristics of Self-Regulated Learners	Conclusion
		<p>that can disrupt their thoughts and emotions</p> <p>5. Applications of learning strategies</p> <p>a. Choose their own learning strategies based on the goals they want to achieve</p> <p>6. Self-monitoring</p> <p>a. Evaluate periodically to see if they have achieved their goals</p> <p>b. They also continue to track their progress during the learning process</p> <p>c. Adjust their learning strategies or goals</p> <p>7. Self- evaluation</p> <p>a. Evaluate what they have learned as sufficient to achieve their goals</p> <p>8. Self reflection</p> <p>a. Determining how effective and efficient the choose learning method</p> <p>b. Finding other options that might be more effective in future learning</p>	<p>9. Attention control</p> <p>a. Students able to focus on their task</p> <p>b. Students able to avoid distraction while learning</p> <p>10. Applications of learning strategies</p> <p>a. Students able to choose their own learning strategies based on the goals they want to achieve</p> <p>11. Self monitoring</p> <p>a. Students able to evaluate their progress</p> <p>b. Students able to monitor their progress</p> <p>c. Students able to choose right strategies</p> <p>12. Self evaluation</p> <p>a. Students able to evaluate what they have learned as sufficient to achieve their goals</p> <p>13. Self reflection</p> <p>a. Students able to determining how effective and efficient their learning</p>

No	Expert's Name	Characteristics of Self-Regulated Learners	Conclusion
		situations	method b. Students able to finding other option that might be more effective in future learning situation

Based on the explanation above it can be concluded there are thirteen characteristics of self-regulated learners such as: having strategies for studying. Having systematically complete assignment. Having a passion for learning. Having a punctual and orderly in submitting their assignment. Students can overcome difficulties in the learning process. Goal setting include students know what they want to achieve, students able to set goals for specific learning. Planning such as students having plan for their study task, and students know how to manage their time. Self- motivation such as students having self confidence, students able to setting learning environment, students able to do the best in their task and students giving self reward after making a task.

Additionally, attention control such as students able to focus on their task and students able to avoid distraction while learning. Applications of learning strategies such as students able to choose their own learning strategies based on the goals they want to achieve. Self- monitoring such as students able to evaluate their progress, students able to monitor their progress, and students able to choose right strategies. Self evaluation such as students able to evaluate what they have learned as sufficient to achieve their goals. And self reflection such as students able to determining how effective and efficient their learning method, and students able to finding other option that might be more effective in future learning situation. Self-regulated learning plays a vital role in completing academic tasks,

especially writing. Therefore, the next section discusses academic writing as the practical context where self regulated learning is applied.

2. Academic Writing

a. Definition of Academic Writing

According to Oshima & Hogue (2006), academic writing is one type of writing or scientific work that is related to high education. As students continue their education to university, they will encounter and work on academic assignment. Of course academic writing is different depend on the purpose of the writing such as personal writing, literature, journalism, or business writing. The differences in writing can be seen in terms of audience, tone and purpose. It means academic writing has differences in writing style depend on the goals of writing. It can be seen in academic writing has a structure and is written in formal language. Therefore, academic writing will be studied and used by students when they continue the study to the university.

Besides Brown in Riphasa (2024) state that academic writing is a type of organized and structured writing that can be characterized by its impersonality, logical organization, evidence based arguments and precise word choice. Academic writing emphasizes the importance of evidence and logic, aiming to communicate complex ideas and concepts in a clear and concise manner. It is also important to have proper citations and references and for the writer to be responsible for their opinions and ideas.

Furthermore, academic writing is writing explicitly argumentative, analytical with a deep commitment to evidence, logical reasoning and a clear and concise writing style (Ahmed & Ahmed, 2022). It means academic writing is structured, argumentative, analytical, and variable. Academic writing has a clear and concise language style. So, academic writing is designed with the purpose of conveying what needs to be communicated with variable supporting evidence.

Based on the explanation above, it can be concluded that academic writing is a piece of writing created to convey opinions, ideas or concept and also is one of the writing activities that students will learn during their studies.

b. Principles of Academic Writing

According to Hassan quote by Oktavia (2023), there are several principle of academic writing as follow: first, content is the core of academic writing so it must be clear, specific and relevant to avoid ambiguity and doubt (Hassan, 2017). It means in academic Writing should be clear and relevant to make easy to understood by readers, avoiding explanation that are illogical and can make reader confuse in grasping and understand the meaning the writer wants to convey. Next, register is a diction and style of language written formally and to the point to avoid lengthy explanations in academic writing. It means register is a rule in academic writing that is conveyed clearly, making it easier for readers to get the point of meaning and message being conveyed. Next, offences in academic writing writer must avoid plagiarism by using proper quotations and citations based on the writing rules. It means in the academic writing process writer must appropriate quotations and citations to avoid plagiarism because it is a violation.

According Whitaker in Hikmat et al., (2020), there are ten principle of academic writing as follow: first, having a clear goal. Generally, the purpose of our paper is to answer the question we pose as our thematic question. Our question gives us a purpose. The most common goals in academic writing are to persuade, analyze/ synthesize and inform. The use of graphic conventions of the language. Next, there is reader engagement. Like all writings academic writing is intended for a specific audience. Our specific readers can be follow students who have the same level of knowledge as the same as us, or those in the readers are interested in the topic we write about. Thus, we must engage them with our ideas, so can attract their interest with our writing style. Next, there is

clarity of perspective. Academic writing is not just about listing facts or summarizing sources, but more than that the purpose of academic writing is to show what we think. Like writing a paper. For example we will have and support original ideas about our own theme. This is what is called a thesis statement which is our answer for that question.

Next, having a single focus. It means that every sentence in our paper must be entirely aimed at supporting our thesis statement. Next, organized systematically and logically. Academic writing follows a standard organizational pattern. For an academic paper. There is an introduction the body of the text and the conclusion. Next, strong support. Each paragraph in the body of the writing will have adequate and relevant support for the topic sentence and thesis statement. This support can take the form of facts. Examples description, personal experiences, opinions and quotes from experts. Next, clear and complete explanations. This is very important, as writer we need to do all the work for the readers. Readers should not have to think hard to understand the ideas, logic, or organization that we have arranged.

Additionally, effective use of research. Our paper must refer to various relatively new (current), high-quality, professional, and academic sources. We will use our research to support our own ideas. Therefore we must be able to integrate it into our writing in the form of synthesis. So it is not presented separately. That means that the source materials will be introduced, analyzed, explained, and then quoted or referenced. Next, use the style guide. To present references you can use writing guidelines. One of them is the APA (American Psychological Association) writing style, as used in the writing of this book, both for presenting in text citations, references lists and their formats. Next, writing style in terms of writing style we must use our own words at all times. The most important things are that our writing style must be clear, concise, and easy to read. And most importantly our writing should not contain grammatical,

spelling, punctuation or vocabulary errors in academic writing. Errors that are noticed by the reader indicate that we are lacking in diligence.

According to Hayot (2014), there are 9 principles of academic writing as follows: first, clarity is an important principle in academic writing because it aims to ensure that readers can understand the information conveyed without confusion. The point is that in academic writing it should be written and organized in a structured and systematic manner, so to avoid ambiguity, it must be written clearly and concisely. Next, coherence in academic writing it must be well-organized where each part should be connected to one another and form a coherent argument. Thus, it helps make it easier for readers to follow the line of thought that the writer wants to convey from one idea to the next. Next, objectivity in academic writing, authors must avoid personal bias and opinions that are not supported by strong evidence. In writing, it must be objective in a scientific context where all claims should be based on reliable data and research sources.

Next, evidence-based argumentation in academic writing, it emphasizes the importance of using evidence that supports every claim or argument made and must be relevant. Next, formal tone the language style used is a formal style that helps demonstrate the seriousness and professionalism of the writer in conveying ideas. Therefore, in academic writing the use of formal language that is not casual or informal is necessary. Next, proper structure the structure of academic writing has a standard format such as introduction, discussion, and conclusion. Therefore in academic writing following this standard structure helps readers to understand the flow and purpose of the text. Next, accuracy and precision the importance of accuracy in academic writing plays a crucial role both in data and in the use of terminology to build the author's credibility. Accuracy in academic writing not only involves the use of precise data but also the ability to communicate ideas with precision. Next, proper referencing and citation in the citation process it

is not only to avoid plagiarism but also a recognition given to previous authors and to respect copyright. Thus, the use of proper references is one of the most important aspects in academic writing. Next, consistency in academic writing to make it easier for readers to understand what is being conveyed the writer must be consistent in both language use and writing style.

To get simple understanding about the principles of academic writing, it can be seen in the following table:

Table 2. 3
Principles of Academic Writing According to Experts

No	Experts' Name	Principles of academic Writing	Conclusion
1	Hassan quote by Oktavia (2023)	<ol style="list-style-type: none"> 1. Content <ol style="list-style-type: none"> a. Must be clear b. Must be specific c. Must be relevant 2. Register <ol style="list-style-type: none"> a. Using diction of language written formally b. Using style of language written formally c. Must to the point 3. Offences <ol style="list-style-type: none"> a. Must avoid plagiarism 	<ol style="list-style-type: none"> 1. Content <ol style="list-style-type: none"> a. Content must be clear b. Content must specific c. Content must be relevant 2. Register <ol style="list-style-type: none"> a. Should use diction b. Should style and to the point of language written language formally 3. Offences must avoid plagiarism
2	Whitaker in Hikmat et al., (2020)	<ol style="list-style-type: none"> 1. Having clear goal 2. There is reader engagement 3. There is clarity of perspective 4. Having a single focus 5. Organized systematically and logically 6. Strong support Clear and complete explanations 	<ol style="list-style-type: none"> 4. Having clear goal 5. There is reader engagement 6. There is clarity of perspective 7. Having a single focus 8. Organized systematically and logically 9. Strong support, clear and complete

No	Experts' Name	Principles of academic Writing	Conclusion
		7. Effective use of research. 8. Use the style guide Writing style	explanations 10. Effective use of research 11. Must use the style guide
3	Hayot, E (2014)	1. Clarity 2. Coherence 3. Objectivity 4. Evidence based argument 5. Formal tone 6. Proper structure 7. Accuracy and precision 8. Proper referencing and citation 9. Consistency	12. Having writing style 13. Having clarity 14. Having coherence 15. Having conclusion 16. Having clarity 17. Having objectivity evidence based argument 18. Having formal tone 19. Having proper structure 20. Having accuracy and precision 21. Having proper referencing and citation 22. Should consistency

Based on the experts' theories above, it can be concluded that the experts have different ideas about the principles of academic writing. The researcher can conclude that there are twenty two principles of academic writing, such as: Content must be clear, specific and relevant. Register should use diction, style and to the point of language written language formally. Offences must avoid plagiarism. Having clear goal. There is reader engagement. There is clarity of perspective. Having a single focus. Organized systematically and logically. Strong support, clear and complete explanations. Effective use of research. Must use the style guide. Having writing style. Having clarity. Having coherence. Having

conclusion. Having clarity. Having objectivity evidence based argument. Having formal tone. Having proper structure.. Having accuracy and precision. Having proper referencing and citation. Should consistency.

c. Types of Academic Writing

According to Boyle et al., (2019), there are five forms of academic writing frequently seen in universities, such as the first is report, which asks students to describe or explain a work they have finished. The second is the project, which is a research task in which students can work alone or in groups to choose their own topic. The third is essay, which usually has a word count of 1.000 to 5.000 and is given a title by the instructor. The fourth is the dissertation this is the scholarly work of more than 20.000 words on a topic selected by the students that is usually utilized as the last task required receive a degree. Lastly, a paper is a written assignment that is based on assignments from certain classes and can be an academic essay, report or article.

In addition, Hussain & Shen, (2019) state there are four types of academic writing. The first of which is the essay. An essay is a concise piece of writing composed of 5 paragraphs to preset the author's ideas. Next is paper. In paper section students will develop a topic where they can provide arguments and critiques on an issues supported by factual evidence from reliable sources. Next is the research paper which contains a study written by students to investigate a topic where students can also express their own ideas and combine them with other sources and consist 8 pages. Next is dissertation or thesis which is a written work by students as a requirement to obtain an academic degree. This writing is based in academic writing guidelines that are grounded in a hypothesis to be answer and discussed through the theory and content of all parts within the thesis or dissertation document.

Bailey in Alam (2024) state there are six types of academic writing. The first note is a personal writing that contains important points from text or material used by student in college. Next, report is a scientific

paper written by students that contains more than 20.000 words. Next, project is a research project conducted by students based on topics chosen individually or in groups. Next, essay is a piece of writing that consists of several interconnected paragraphs to support the chosen topic. Next, Dissertation or thesis is a written work that describes research conducted by students to serve as the final stage of completing their academic studies at the university. And the last, paper is a piece of writing that contains between 1000-5000 words written by students as an assignment given by the lecturer.

To get simple understanding about the types of academic writing, it can be seen in the following table:

Table 2. 4
Types of Academic Writing According to Experts

No	Experts' Name	Types of academic Writing	Conclusion
1	Boyle et al., (2019)	1. Report 2. Project 3. Essay 4. Dissertation 5. Paper	1. Report (scientific paper) 2. Project 3. Essay 4. Dissertation 5. Paper
2	Hussain & Shen (2019)	1. Essay 2. Paper 3. Research paper 6. Dissertation	6. Research paper 7. Note (personal writing)
3	Alam (2024)	1. Note a. Personal Writing 2. Report a. A Scientific Paper 3. Project 4. Essay 5. Dissertation or thesis 6. Paper	

Based on the experts' theories above, it can be concluded that the experts have different ideas about the types of academic writing. The researcher can conclude that there are seven academic writing, such as: report, project, essay, dissertation or thesis, paper, research paper and note. Among various academic writing forms, the research proposal is particularly

complex. Thus, it is necessary to further explore its structure and characteristics.

3. Research Proposal

a. Definition of Research Proposal

A research proposal is a design to describe what will be researched and how the proposal is made by researchers or writer who will arrange the thesis to finish his or her study (Sudjana in Susanti & Mahaputri, 2022). In additional, research proposal is a scientific document that contains a plan written in the format of a work design. Whereas research is an activity that involves how to collect, process, analyze, and present data that is written systematically and objectively to test or solve a phenomenon that occurs so that it can be scientifically proven (Nasution in Suryatiningsih, 2019). So it can be concluded that a research proposal is a scientific paper containing a research plan written depends on each field. Includes activities of collecting, processing, analyzing, and present data objectively and systematically that can be tested to obtain truth.

A research proposal is a written work plan that outlines the framework of the research. This proposal includes questions regarding the objectives, reason, methods, location, time and audience that will be targeted by the research (Tran, 2022). It means the research proposal contains a plan for the research that will be conducted. This includes the research question, method, theory, and who will be participants or informants and so on. So we can conclude that a research proposal is a research plan written by a researcher that includes important aspects related to the research.

In addition a research proposal is a research proposal that demonstrates a student's ability to design research and develop knowledge in a specific field (Ridwan, 2009). The proposal can take the form of a thesis, dissertation or another object in scientific work. It means a research proposal is the ability of a students to describe, express or demonstrate something specifically, written as a thesis, dissertation, or

another scientific work. So it can be concluded that a research proposal is a scientific document written specifically for a certain purpose.

Based on the definition above, it can be concluded that a research proposal is a scientific document written as a plan for research to be conducted. This document explains a specific research plan that includes elements such as the researcher title, research question, method, and other supporting details for the planned research. Through this research proposal students ability to specifically demonstrate the issues raise based on the vocational fields they choose at the university. Therefore, a research proposal is a document of scientific work that serves as the initial plan or outline what they want to do and why they want to do it at the will be a for writing a thesis, dissertation, or other scientific work.

b. Characteristic of Research Proposal

Based on the Bak (2015), there are several characteristics of a research proposal, such as: first, its focus is to investigate one of the main issues covered in a specific discipline, which corresponds to the study program being pursued by the concerned students. It means that the research proposal will focus on investigating one issue related to a specific field of study or research. Therefore the proposal will discuss matters related to only one topic. Second, it demonstrates the student's ability to address the problem to be researched and methods or approaches used in the research. It means showing students' research abilities through the problems discussed and the approach methods used to solve those problems. Next, the scope of the proposal aligns with the field of student's education. It means the scope of study or discussion by students must be related with their major as researcher. And last, the research design is related to real problems and provides contributions. It means the chosen research design must align with the problem and contribute to solving the identified issued.

Based on the explanation above, it can be concluded that in a research proposal there are several characteristics, among others:

focusing on one topic, designed as a tool used to test a theory scope should related with their major, and design should related with problem or issues that they want to research.

c. Elements of Research Proposal

According to Monas in Susanti & Mahaputri (2022), there are some elements of a research proposal such as:

- 1) Cover it is has function to identification topic, writer instruction and degree. In this part show that title, information about the researcher, and information major, department, university and degree proposal. So from cover it can show about the identity of research proposal.
- 2) Table of contents, this section serves as the list of proposal and references pages. It means the table of contents section contains a list or table of content of a research proposal and refers to the page numbers that serve as a reference for the reader
- 3) Background provides background information on research related to social, political, historical and educational context. It means in this section it explains the reasons that serve as the background for conducting a research study. It part to answer the “What” question.
- 4) Need for the study/ rationale follow the background information to convince the reader that the research is important, useful and interesting. It means in this section it explains the reasons that serve as the background for conducting a research study. It part to answer the “Why” question.
- 5) Purpose and aims of the study the research objectives must be clearly and concisely explained along with the main questions and objectives. It means a research study must have a clear objective explain based on the research question and object clearly.
- 6) Review of the literature show your supervisor and faculty that you are familiar with important authors and research in the field and indicate which topic or issue you will focus on in your review. Demonstrate that you can wisely use a critical investigative approach and choose

the right problem to focus on. It means this part explain about theory that support the research proposal. This part students can explain and explore their ability to convey the information related with their research proposal.

- 7) Research design (methodology) describing and explaining the research plan, including the methods that will be used. It means a research plan written to describe the type of research that will be used, how to obtain the information needed for the research, and how to process the research data.
- 8) Timetable/ Plan (may be part of research design) this part describe about time and step by step of research proposal. So in this section the researcher will schedule or plan how long it will take to complete a study.
- 9) Proposed thesis structure this part describes about sequences and focus of each chapter. So this section will describe the order and focus of each chapter written by the author in a research proposal.
- 10) Glossary of Terms estimating the relevance of the research and the expected outcomes. This may be closely related to the objectives, including certain terms or words and their meanings (for example acronym from other cultures, key concepts in relatively new fields). It means that this section refers to a glossary or list of specific terms used by the author and there are also explanations for each of these specific terms.
- 11) Appendices displaying documents relevant to the main text but whose presence would disrupt rather than enhance the argument or writing. It means a document that contains data or information related to supporting data associated with the content of the research, it put at the end of the research proposal.
- 12) References including works that have been discussed and seem beneficial. It means that this section contains information from reading sources or quotes taken from previous authors. With these

sources it will enhance credibility and serve as references that strengthen the presented information. This includes sources obtained from books, article and so on.

Additionally, Krathwohl in Suryatiningsih (2019), there are five the major elements of a research proposal and the purpose. The first, tables of contents this is providing an overview of the scale and organization of the proposal. Next introduction this is contains information about what will be researched and so on. Next Literature review to demonstrate that student is knowledgeable about prior research and viewpoints on the subject and recognizes their applicability to the research proposal. Next, methodology fulfill outline for the study including collection and analysis of data. And the last, references to offer through citation and bibliographic backing for the proposal.

Table 2. 5
Elements of Research Proposal According to Experts

No	Experts' Name	Elements of Research Proposal	Conclusion
1	Susanti & Mahaputri (2022)	2. Cover 3. Table of contents 4. Background 5. Need for the study/ rationale 6. Purpose and aims of the study 7. Review of the literature 8. Research design (methodology) 9. Timetable/ Plan (may be part of research design) 10. Proposed thesis structure 11. Glossary of Terms 12. Appendices 13. References	1. Cover 2. Table of contents 3. Background 4. Need for the study/rational 5. Purpose and aims of the study 6. Review of the literature 7. Research design (methodology) 8. Timetable/plan 9. Proposed thesis structure 10. Glossary of terms 11. Appendices 12. References 13. Introduction

No	Experts' Name	Elements of Research Proposal	Conclusion
2	Suryatiningsih (2019)	1. Table of contents 2. Introduction 3. Literature review 4. Methodology 5. References	14. Title page a. the header, b. the running head c. the title of proposal, d. authors' name, e. and affiliation 15. Statements of purpose 16. Statements of hypothesis or sub question 17. Benefit and limitation

Based on the explanation above it can be concluded that there are seventeen important elements in a research proposal, such as: cover, table of contents, background, need for the study/rational, purpose and aims of the study, review of the literature, research design (methodology), timetable/plan, proposed thesis structure, glossary of terms , appendices, references ,introduction. Writing research proposal requires more than writing skills it also depends on effective learning strategies. Hence, the next section focuses on the types of learning strategies that support this process.

4. Learning Strategy

a. Definition of Learning Strategy

Learning strategies are an important concept in the world of education that focuses on how learners can actively direct, manage, and enhance their learning process. In general, learning strategies can be defined as a series of deliberate and planned actions or approaches by individuals to achieve learning goals more effectively and efficiently.

According to Chamot in Shi (2017), learning strategies are techniques or methods consciously used by students to facilitate the

acquisition, retention, and processing of new information, especially in the context of language learning. These strategies encompass all forms of actions that enable students to better understand, remember, and apply the knowledge they have learned. This definition shows that learning strategies are not only related to what is learner but also how a person learns.

Oxford in (2017), who becomes one of the leading figures in the study of learning strategies, defines learning strategies as specific behaviors or actions taken by students to make learning easier, more enjoyable, faster, and transferable to other contexts. These strategies also enable learners to become more independent, which is very important in the context of modern education that emphasizes lifelong learning.

Furthermore, Weinstein and Mayer in Dahl (2018), describe learning strategies as the interaction between thought and action aimed at controlling and regulating cognitive process during learning. This strategy can be used to select, acquire, organize, or integrate new information into existing knowledge. In other word, learning strategies not only involve external actions (such as taking notes or underlining), but also internal process such as attention, understanding and reflection.

Based on the definition above can conclude that learning strategies are a set of actions or approaches consciously designed by individuals to direct, manage, and enhance their learning process effectively and efficiently. This strategy is not only related to the content or material being studied but also involves the learning methods used by the students.

b. Classification of Learning Strategies

Various Experts have classified learning strategies and provided different definitions. One of them, O'Malley in Gerami & Baighlou (2011), categorizes language learning strategies into two main categories. Direct strategies include mental processes in language acquisition that involve memory, cognitive, and compensatory strategies. Whereas

indirect strategies consist of metacognitive, affective, and social strategies.

Rebecca Oxford in Harland (2013), developed the strategy inventory for language Learning (SILL) which categorizes language learning strategies into six main types: Memory, cognitive, compensatory, metacognitive, affective, and social. Memory strategies are used to remember and retrieve important information that has been learned. Cognitive strategies involve the use of logic, analysis and reasoning. Compensation strategies help students overcome vocabulary limitations so they can continue using the target language. Metacognitive strategies allow students to manage and evaluate their overall learning process. Affective strategies aim to regulate students' emotions, motivation, and attitudes in learning. And social strategies relate to student interactions and engagement in the social learning environment.

Oxford in Lisa in Rosyada (2013) describes learning strategies into two major classes: Direct and indirect strategies. These strategies are divided into six sub group primary strategies, memory, cognitive, and compensation strategies known as direct strategies, and metacognitive, affective, and social strategies known as indirect strategies.

Based on the classification before can conclude that there are two classification of learning strategy it is Direct and indirect learning strategies. Direct strategies include memory strategy, cognitive strategy, and compensatory strategy. Indirect strategies include metacognitive strategies, affective strategies and social strategies. The learning strategies used by students reflect how they regulate their own learning process. Therefore, it is important to identify the specific characteristics of students' self regulated learning, particularly in writing research proposal.

5. Characteristics of Students' Self Regulated Learning in Writing Research Proposal

According to Zimmerman in Namira (2021), there are six characteristics of students' self-regulated learning in writing research proposal, as follow: goal setting, pupils are able to produce written well essay or paper. They were able to finish the assignments on time since they had planned what they needed to write. Environment structuring, the pupils decide reducing distraction. Self-evaluation, the pupils aware of feedback, monitors and evaluates their accomplishment and rewarding themselves when they got particular writing work done. Task-strategies, the pupils selected to revise their papers, correction their work, create drafts, and make a list of suggestions. Help-seeking, the pupils looking for assistance from friends, the library, and the internet, working in group, take notes, and recognize their work. They also liked working in groups and occasionally took notes. Time Management, the students manage their time to finish the task.

Next, Bernard et. al in Alam (2024) state that there are six characteristics of students' self-regulated learning in writing research proposal, as follow: goal setting, students able to make their goal setting, make a specific goal, and can make study plan. Next, environmental structuring, students able to make strategies to overcome distraction, and strategies to avoid distraction. Next, time management, the pupils consistently manage their time effectively. Next, task-strategies, the pupils having faith in their own abilities, and change strategy when they faced problem. Next, help seeking, students who look for feedback from friend. And last, comprehension monitoring, students keeping track of their writing progress.

Additionally, Zimmerman & Risemberg in Utami (2023) state that there are five characteristics of students' self-regulated learning in writing research proposal, as follow: 1) Task analysis include the first, goal setting pupils choose the best learning method, and second, strategic planning, students decide to study the topic of their work by using a suitable learning technique. 2) Self-Motivation beliefs as follow: outcome expectancies,

students know how to accomplish their objectives by establishing. Task interest/ value, they aware of a suitable learning method for them. Goal orientation after achieving their writing objectives students are aware of what to do and how to do it. 3) Self-control as follow: task strategies, students are able to choose key points when deciding which sources to consult for information including the internet, library, books, and other relevant sources. Time management, student make schedule, manage the time, and doing effort to finish assignment. Help seeking, in general students were able to recognize their issues. They would rather ask for help than make educated guesses when they were unsure about something when their writing. Self-consequences, students are aware that they can select their own incentives and sanctions in accordance with their performance. 4) Self-judgment as follow: self-evaluation, by continuing to read and review their work students come to understand that every error they make helps them advance in their work. And 5) self- reaction as follow: self-satisfaction/ Affect, the responses of those around students have an impact on their academic achievement such as being satisfied and motivated. And adaptive/ defensive, when pupils encounter challenges in the adaptive/ defensive process.

To get simple understanding about the component of self-regulated learning, it can be seen in the following table:

Table 2. 6
Characteristics of Students' Self- Regulated Learning in Writing
Research Proposal According to Experts

No	Expert's theories	Characteristics of Students' Self-Regulated Learning in Writing Research Proposal	Conclusion
1	Zimmerman in Namira (2021)	1. Goal Setting a. Able to Produced written well essay or paper. b. Able to finish assignment on time 2. Environmental	1. Goal Setting a. Able to produced written well b. Able finish assignment on time c. Able to set goal

No	Expert's theories	Characteristics of Students' Self-Regulated Learning in Writing Research Proposal	Conclusion
		Structure a. Able to decide reducing distraction 3. Self-Evaluation a. Able to ware of feedback b. Able to aware of Monitoring c. Able to evaluate their accomplished d. Rewarding themselves 4. Task Strategies a. Able to revise their paper b. Able to correction their work c. Able to create draft d. Make a list of suggestion 5. Help Seeking a. Able to asking for assistance from friends b. Able to looking sources from Library c. Able to looking for information from internet d. Enjoy work in group e. Able to take a take notes f. Recognize their work 6. Time Management a. Manage their time to finish the task	d. Able set a specific goals e. Students make study plan f. Able to choose the best learning method 2. Environmental structure a. Able to control the learning environment b. Able to develop strategies to overcome challenges c. Able strategies to avoid distraction 3. Self- Evaluation a. Able to aware feedback b. Able to aware monitoring the learning process c. Able to evaluate their achievement d. Rewarding themselves 4. Task Strategy a. Able to revise their assignment b. Able to correction their assignment c. Able to make a draft
2	Bernard et al in Alam (2024)	1. Goal Setting a. Able to make their goal setting	d. Make a list of suggestion e. Having self

No	Expert's theories	Characteristics of Students' Self-Regulated Learning in Writing Research Proposal	Conclusion
		<ul style="list-style-type: none"> b. Make a specific goal c. Make study plan 2. Environmental structure <ul style="list-style-type: none"> a. Make strategies to overcome distraction b. Make strategies to avoid distraction 3. Time Management <ul style="list-style-type: none"> a. Making consistently manage their time effectively 4. Task Strategies <ul style="list-style-type: none"> a. Having faith in their own abilities b. Change strategy when they faced problem 5. Help Seeking <ul style="list-style-type: none"> a. Students who look feedback from friend 6. Comprehension monitoring <ul style="list-style-type: none"> a. Keeping track of their writing progress 	<ul style="list-style-type: none"> confidence f. Able to change strategies when needed 5. Help Seeking <ul style="list-style-type: none"> a. Able to asking for helping from friend b. Able to looking sources from library c. Able to looking for information from internet d. Enjoy work in a group e. Able to take a note f. Able to recognize their work 6. Time management <ul style="list-style-type: none"> a. Able to manage their time to finish the task b. Doing effort to finish assignment c. Making consistently manage their time effectively
3	Zimmerman & Risemberg in Utami (2023)	<ul style="list-style-type: none"> 1. Task Analysis <ul style="list-style-type: none"> a. Goal setting <ul style="list-style-type: none"> 1) Choose the best learning method b. Strategic Planning <ul style="list-style-type: none"> 1) Using suitable learning technique 2. Self-Motivation Belief <ul style="list-style-type: none"> a. Outcomes expectation 	<ul style="list-style-type: none"> 7. Comprehension <ul style="list-style-type: none"> a. Able to tracking their progress 8. Strategic Planning <ul style="list-style-type: none"> a. Able to use suitable technique 9. Self- Judgment

No	Expert's theories	Characteristics of Students' Self-Regulated Learning in Writing Research Proposal	Conclusion
		<ul style="list-style-type: none"> 1) Able to know How to accomplish their objectives by establishing b. Task interest/ value <ul style="list-style-type: none"> 1) Aware of suitable learning method c. Goal orientation <ul style="list-style-type: none"> 1) Aware of what and how to do 3. Self-Control <ul style="list-style-type: none"> a. Task Strategies <ul style="list-style-type: none"> 1) Able to choose key point when deciding which resources b. Time Management <ul style="list-style-type: none"> a. Make schedule b. Manage the time c. Doing effort finish for assignment 4. Self- Consequences <ul style="list-style-type: none"> a. Can select their own incentive accordance with their performance b. Can select their own sanctions in accordance with their performance 5. Self- Judgment <ul style="list-style-type: none"> a. Self- evaluation <ul style="list-style-type: none"> 1) Continuing to read their work 2) Continuing 	<ul style="list-style-type: none"> a. Self-evaluation <ul style="list-style-type: none"> 1) Able to continue reading work 2) Able to continue review work 10. Self- Reaction <ul style="list-style-type: none"> a. Self-satisfaction/ affect <ul style="list-style-type: none"> 1) Able to give responses to their achievement 2) Able to give impact for their achievement b. Adaptive/ defensive <ul style="list-style-type: none"> 1) Take initiative and responsible in the task 2) Encounter challenges 11. Self- Motivation Belief <ul style="list-style-type: none"> a. Outcome expectation <ul style="list-style-type: none"> 1) Able to know how to accomplish their objectives by established 2) Aware of suitable learning

No	Expert's theories	Characteristics of Students' Self-Regulated Learning in Writing Research Proposal	Conclusion
		<p>review their work</p> <p>6. Self-Reaction</p> <p>a. Self-satisfaction/affect</p> <p>1) Able to give responses for their achievement</p> <p>2) Able give impact for their academic achievement</p> <p>b. Adaptive/Defensive</p> <p>1) Take initiative and responsible in the task</p> <p>2) encounter challenges</p>	<p>method</p> <p>3) Aware of what and how to do it</p> <p>12. Self- Control</p> <p>a. Task strategy</p> <p>1) Able to choose key point when deciding resources</p> <p>13. Self-Consequences</p> <p>a. Can select their own incentive accordance with their performance</p> <p>b. Can select their own sanctions accordance their performance</p>

Based on explanation above, the researcher can concluded there are thirteen of characteristic of students' self-regulated learning in research proposal such as: 1) goal setting such as students able to produced well written detailed papers and essays, students able to on time in finish their assignment, students able to set goal, able to make a specific goal, able to make study plan, and able to choose the best learning method. 2) Environment structuring such as students able to control learning environment, able to develop strategies to overcome challenges, and able to develop strategies to avoid distraction. 3) self- evaluation such as able to aware of feedback, able to aware to monitor the learning process, able to evaluate their achievement, and rewarding themselves.

Next, 4) task strategies such as students able to revise their assignment, able to correction their assignment, able to make a draft, make a list of suggestion, having self confidence, able change strategies when needed. 5) help seeking such as students able to asking for helping from friend, able to looking sources from library, able to looking for information from internet, enjoy work in a group, able to take a note, and able to recognize their work. Next, 6) time management such as students able to manage their time to finish the task, doing effort to finish assignment, and making consistently manage their time effectively. 7) Comprehension monitoring involves students keeping a track of their writing progress. 8) Strategic planning such as students able to use suitable techniques.

Next, 9) self judgment involves a) self evaluation include students able to continue reading work and able to continue review work. 10) self-reaction involves a) self-satisfaction/ affect include students able to give responses to their achievement and able to give impact for their achievement b) Adaptive/ defensive involves students take initiative and responsible in the task and encounter challenges. 11) Self- Motivation Belief involves a) outcome expectation; students are able to know how to accomplish their objectives by established, aware of suitable learning method, aware of what and how to do it. 12) self- control involves task strategy; students are able to

choose key point when deciding resources. 13) self- consequences, can select their own incentive accordance with their performance and can select their own sanctions accordance their performance.

B. Review of Relevant Studies

The first research conducted by Rosyada (2013) who studied about An Analysis of Students' Self-Regulated Learning in Speaking (A Study of the Fifth Semester Students of English Department of STAIN Batusangkar in 2012-2013 Academic Year). Use quantitative research with descriptive as design and taken 90 participants who have taken the Speaking V subject by students of the English Education Study Program. The result finding indicate that the highest level of self-regulated learning strategies among students of the English Education Study Program is volitional strategies, while the cognitive strategies of students in the Speaking V subject are low. The similarity of the previous research with the going on is that they discuss students' self-regulated learning. The difference between the two is that the previous research discussed students' self-regulated learning in Speaking, but this research will be discusses the students self-regulated learning in writing research proposal.

The second research conducted by Abadikhah., et al (2018) who studied about EFL students' attitudes towards self-regulated learning strategies in academic writing. The purpose of study to compare the attitude of two groups of university students (third and fourth years). Finding that the fourth year students more frequently employed self regulatory learning strategies in writing than the third year students. Taken 98 college students. Use quantitative and descriptive analyses. Use independent samples t-tests. The similarity of the previous research with the going on is that they discuss students' self-regulated learning. The difference between the two is that the previous research discussed students' self-regulated learning strategies in EFL students' attitudes towards self-regulated learning strategies in academic writing but this research will be discusses the students self-regulated learning in writing research proposal.

The third research conducted by Alam (2023) entitle The Differences Between High and Low Self regulated Learning Students in Writing Skripsi. This study aims to explore the differences between high and low SRL students during this process. The results show that high SRL students Excel in time management, goal setting and seeking feedback. Contributing significantly to their academic success. In contrast, low SRL students struggle with this behavior, facing challenges such as confidence, difficulty in acquiring feedback, poor time management, ineffective strategy decision, and environmental distractions. This using qualitative method and collected data through questionnaires and interview. Taken 10 participants from Class B of department of English Education. The similarity of the previous research with the going on is that they discuss students' self-regulated learning. The difference is this research will be discusses the students self-regulated learning in writing research proposal.

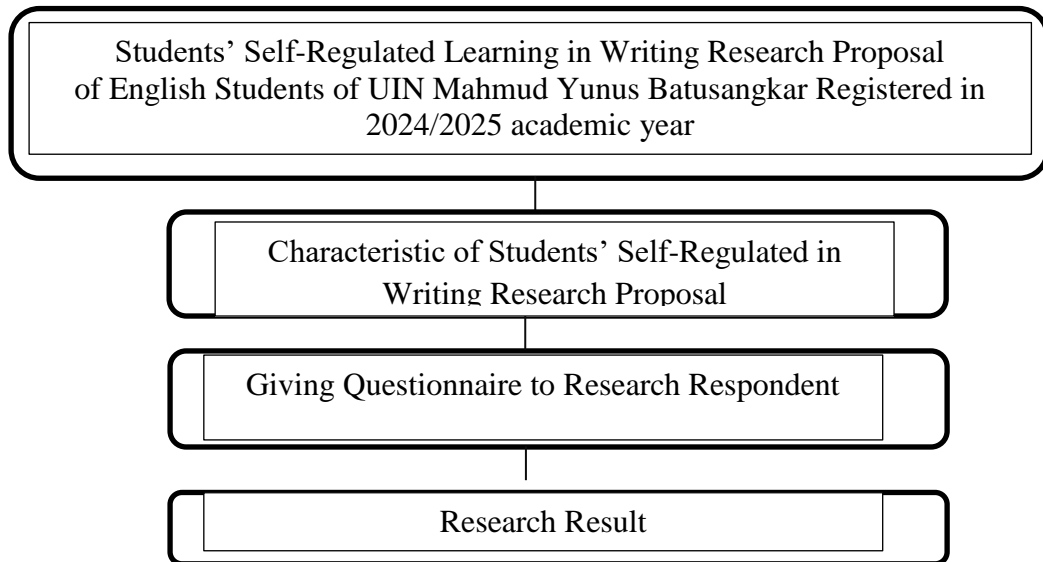
The fourth research conducted by Rochmah (2021) who studied about College students' self-regulated learning strategies in academic writing and writing performance correlational study. The aimed of this study to explore further correlation between college students' self regulated learning strategies and writing performance in EFL context and also to investigated the most frequently used strategies of completed their written tasks. Taken 72 junior students majoring in English Education at one of the state universities in Surabaya. The result also showed a correlation between the dimensions of self-regulated learning with writing performances namely metacognitive, cognitive and social-behavioral strategies, yet there is no correlation between motivational strategies and writing performance. The similarity of the previous research with the going on is that they discuss students' self-regulated learning. The difference with this research will be discusses the students self-regulated learning in writing research proposal.

C. Conceptual Framework

This study will be done to find out and describe about students' self-regulated learning in writing research proposal at English Students of UIN

Mahmud Yunus Batusangkar Registered in 2024/2025 academic year. The conceptual framework can be seen in the following diagram.

Diagram 3. 1
Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used quantitative research with a descriptive design. Quantitative research collects and analyzes of numerical data to identify, explain, predict, or manage phenomena of interest (Gay et al, 2012). Descriptive research was a type of research that aimed to describe and interpret data about the current situation. Based on the theory of method above, the researcher will chose the descriptive design because the result contained a description of students' self-regulated learning in writing research proposal of English Students of UIN Mahmud Yunus Batusangkar who were registered 2024/2025 academic year who have taken writing research proposal.

B. Population and Sample

1. Population

Population is defined as the entire group of individuals selected as participants in a research study (Wajdi et al, 2024). The population of this study consisted of English students of UIN Mahmud Yunus Batusangkar had obtained approval for their research proposal titles registered in the 2024/20225 academic year, had taken the writing proposal and had not yet taken the research proposal seminar. The list of these students was obtained from staff of English department of UIN Mahmud Yunus Batusangkar, who documented students fulfilling the required criteria.

A total of 34 students filled out the questionnaire. But 3 of them did not the research criteria. Therefore, the total number of respondents included in this research was 31 students from two academic levels. The number of students in each level is presented in the following table:

Table 3. 1
Table Distribution of Population

No	Levels	Population
1	TBI 20	1
2	TBI 21	30
	Total	31

2. Sample

According to Sukmawati et al (2023), a sample is a small part that represents the number and characteristics of the population. In this study, researcher used total sampling. The reason researcher use total sampling is because the population in this study is less than 100 people, so researcher used all members of the population as sample. According Sugiyono (2013), the total sampling technique can be applied when the population is small, less than 100 people.

C. Technique of Data Collection

1. Research Instrument

According to Abdullah et al., (2022), an instrument is a measuring tool used to collect data from the research object. In this study, the researcher used two research instruments. First, the main instrument was a questioner developed based on the theory of students' characteristics of self-regulated learning in writing research proposal according to Zimmerman in Namira (2021), Bernard et al in Alam (2024), and Zimmerman & Risemberg in Utami (2023). The questionnaire consisted of 84 statements, including both positive and negative items. Second, supporting instrument were Hand phone and Google Form. The researcher used a closed-ended questionnaire, where respondents were only allowed to select one answer from a list of statements provided.

In this study, the researcher used Likert Scale. The likert scale provided a series of statements that respondents evaluated by choosing one of several options that reflecting their level of agreement or disagreement with statements (Sugiyono, 2013). This scale measured five levels of agreement: Always (A), Often (O), Sometimes (S), Rarely (R) and Never (N). Each response was assigned a point value, and the total points from all statements determined the respondent's score. The table below displays these point value:

Table 3. 2
Score Grading

No	Category	Statements	
		Favourable	Unfavourable
1	Always	5	1
2	Often	4	2
3	Sometimes	3	3
4	Rarely	2	4
5	Never	1	5

The researcher developed questioner in Indonesian language to anticipate misunderstandings. Sugiyono (2013) stated that the questionnaire should be written in a language appropriate to the respondents' level of proficiency. The language used in the questionnaire should consider the respondents' educational background, socio-cultural context, circumstances, and frame of reference.

To develop the questioner, the researcher followed some steps. First, the variable was identified by researcher, which was students' self-regulated learning in writing research proposal. Second, the variable was broken down into sub variables. The sub variable consisted of the characteristics of students' self-regulated learning in writing research proposal. Third, indicators for each sub variable were formulated. Fourth, the researcher determined which sub indicators were included in the questionnaire items. Fifth, the questionnaire was validated by three validators. Six, the questionnaire was finalized with clear instruction.

To develop a high-quality instrument, it was necessary to ensure both the validity and reliability of the questionnaire. Here explanation:

a) Validity

To develop a high- quality instrument, it was necessary to ensure the questionnaire's validity by aligning the items with relevant indicators. The researcher employed content validity as the basis for evaluating the instrument. Once the questionnaire was constructed, the researcher submitted it to three validators. The submission included a validation sheet, the research instrument, an application letter indicating the

validators' willingness to participate, and a table of specifications. The validation process was conducted as follow: the instrument was submitted to the first validator on Wednesday, January 15th, 2025. Then, she collected the instrument from the first validator on Friday, January 18th, 2025. It was submitted to the second validator on Thursday, January 23rd, 2025 and she collected the instrument from the second validator January 27th, 2025, and it was submitted to the third validator on January 28th, January 2025 and she collected the instrument from the third validator on February 2nd, 2025.

Several suggestions were provided by the validators. These included revising word choices and sentence structures to better align with the indicators, adjusting the questionnaire's assessment format, considering the use of the word "able" where necessary, including a section for respondent identity and varying the language and diction in negative statements to avoid monotony. And at the end the researcher discussed these suggestions with her advisor and subsequently revised the questionnaire in accordance with the validators' feedback.

To measure the validity of the questionnaire, she calculated the content validity by using AIKEN's V formula suggested by Hendryady (2017), cited in Marlina (2022). This calculation was based on results of evaluations provided by three validators. The following is the Aiken formula that was applied by the researcher.

$$V = \sum s / [n(C - 1)]$$

$$S = R - lo$$

Explanation

Lo = Lowest scoring rate

C = Highest score

R = the number given by the validator

N = Number of validators

After applying the formula the researcher interpreted the validity of the questionnaire by using the following content validity criteria.

Table 3. 3
Content Validity Criteria

Interval	Criteria
0,80-1	Very High Validity
0,60- 0,79	High Validity
0,40-0,59	Moderate Validity
0,20-0,39	Very Low Validity

Here the validity of the questionnaire by using the AIKEN's V formula above:

Aspect of Items	Validator			S1	S2	S3	$\sum s$	[n(C-1)]	V	Criteria
	I	II	III							
1a	4	3	3	3	2	2	7	12	0.58	Moderate Validity
2a	4	4	4	3	3	3	9	12	0.75	High Validity
2b	4	3	3	3	2	2	7	12	0.58	Moderate Validity
3a	4	4	4	3	3	3	9	12	0.75	High Validity
3b	3	4	4	2	3	3	8	12	0.67	Moderate Validity
3c	5	4	4	4	3	3	10	12	0.83	Very High Validity
3d	5	4	4	4	3	3	10	12	0.83	Very High Validity
1a- 3d	29	26	26	22	19	19	60	84	0.71	High Validity

From the validation table above, it was shown that C value for items 1a-3d was 0.71 which indicated High Validity. This result suggested that the instrument had adequate content validity. Therefore, the research instrument could be considered valid in terms of content. For more detail (see appendix 5 pages 181).

After being validated by expert, the research instrument was then tested to determine which items were appropriate for use based on statistical analysis. This process is known as the item usage test, which aims to examine whether each item in the questionnaire is valid based on

the relationship between individual item scores and the total score of the instrument. The test was conducted using the Corrected Item-Total Correlation method through PSS. According to Arikunto (2010), an item is considered valid if the correlation coefficient between the item score and the total score is greater than the r-table value. The total of respondents were 31 people. The r-table at the significance level of $\alpha=0.05$ and $df=N-2$ ($df=29$) was 0.355. Therefore only items with $r\text{-count} > 0.355$ were included in final analysis.

Based on the result of the item usage test, out of the total items in the questionnaire, 69 items were declared valid, while 15 items were excluded because they did not meet the statistical criteria

b) Reliability

An Instrument was considered reliable if its scores were consistent and stable. When a researcher administered the instrument more than once at different times, the scores needed to be nearly the same (Creswell, 2012). In this research, the researcher used internal consistency reliability with the Cronbach's Alpha approach to assess the reliability of the instrument. Internal consistency reliability referred to how consistent the individual items of a test were with each other and with the overall test (Gay et al., 2012). This method was chosen because the researcher did not conduct a try out. Instead, the reliability was tested using Cronbach's Alpha by analyzing the consistency of the items based on each respondent's score through SPSS version 25. The formula for Cronbach's Alpha was as follows:

$$R = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_i^2}{\sigma^2} \right)$$

Description :

R : Reliability to be sought

N : Number of question item tested

$\sum \sigma_i^2$: Total score variance for each item

σ^2 : Total Variance

Table 3. 4

Cronbach's Alpha Score Range

Interval	Criteria
> 0.90	Very High Reliability
> 0.80	High Reliability
> 0.70	Sufficient reliability
0.50<alpha<0.70	Moderate reliability
< 0.50	Low reliability

Based on the table, it is stated that:

- a) If the Cronbach's Alpha value is less than 0.600, the instrument is considered unreliable.
- b) If the Cronbach's Alpha is more than 0.600 it is considered reliable.

The reliability of the instrument:

Reliability Statistics	
Cronbach's Alpha	N of Items
0,975	69

The reliability of the instrument was 0, 975. Based on the Cronbach's Alpha Score Range Above, this reliability was categorized as very high reliability. Furthermore, all items of questionnaire were valid. It can be concluded that the instrument can be said to be reliable or consistent in measuring. For more detail (*see appendix 6 page 184*)

2. Research Procedure

In this research, researcher followed several research procedures. The description is as follow:

a. Preparation

- 1) Collecting the sources and references related to the research.
- 2) Finding the research problem.
- 3) Determine the thesis proposal title with the academic advisor and the head of the department.
- 4) Consulting the research problem with advisor.
- 5) Making thesis proposal.
- 6) Consulting the research proposal with advisor.
- 7) Revising the research proposal.
- 8) Creating research instrument.

- 9) Consulting research instrument with advisor.
 - 10) Validating research instrument to three validators.
 - 11) Revising the instrument.
 - 12) Having seminar proposal.
- b. Operation
- 1) Before distributing the questionnaire, the researcher consulting with advisor
 - 2) Distributing questionnaire to respondents.
 - 3) Collecting the questionnaire from the respondents.
- c. Post preparation
- 1) Analyzing the data statistically by doing:
 - a) Collecting the data
 - b) Coding the respondents
 - c) Tabulating the data
 - d) Scoring the data
 - e) Divided into each category.
 - f) Counting the frequency.
 - g) Analyzing the data using SPSS 25 version to find out the score of each respondent summative, mean, median, mode, Std. Dev, Minimum, and maximum.
 - 2) Interpreting the result of the questioner the researcher used the Mean and Std. Dev of students' self-regulated learning in writing research proposal by Vagias in Utami (2023).
 - 3) Drawing conclusion based on the result of each respondents score.
 - 4) Reporting the research finding.

D. Technique of Data Analysis

After all data had been collected, the researcher analyzed the data using descriptive statistics by SPSS 25 version. According Gozali in Aziza et al., (2023), descriptive statistic it serves to describe the characteristics of a dataset

without making generalization or conclusion. The procedure and the formulation that used in this technique were as follows:

1. Collecting the Data

To collect data, the researcher used a questionnaire regarding students' self regulated learning in writing research proposal a study of UIN Mahmud Yunus Batusangkar registered in 2024/2025 academic year. the questionnaire was distributed by using google form to the respondent.

2. Coding

In this step, the researcher coded each participant. For examples, respondent's number one was coded as R1, the second respondent as R2, and so on.

3. Tabulating

At this stage, Creswell (2018), the researcher organizes and arranges the collected data to facilitate easier to analysis. The process began with collecting data from respondents through questionnaires. The researcher then organized the data into tables with each column representing the items or questions measured and each row representing the respondents. In this table, the researcher recorded the scores given by each respondent based on the likert scale, making it easier to identify patterns or trends in the responses.

After that, the researcher grouped the data based on specific categories or groups to observe differences or similarities in the response patterns. Then, the researcher conducted descriptive statistical analysis for each measured item, followed by drawing conclusions. In this tabulation process the researcher summarized and presented the data in a more structured manner to facilitate understanding and interpretation of the research results.

4. Scoring

In this step, the researcher scored each student's responses manually. Creswell (2018) researcher are expected to collect and distribute data to respondents while also ensuring the validity of the data collected. She need to converting behavioral responses into some numeric system and

standardized instruments for data collection facilitate scoring, with test manuals and scoring keys providing clear steps and a key. Accurate and consistent scoring is crucial with each participant's test results scored using one criterion.

5. Percentage of data

In this process, the researcher used statistical software SPSS 25 version to calculate the average scores. She used the following formula

$$P = \left(\frac{f}{N} \right) \times 100\%$$

Descript:

P: Percentage of Item

f: Frequency of Total Score

n: Total number of respondents

6. Analyzing the data

After calculating the average score of the questionnaire regarding students' characteristic of self regulated learning in writing research proposal. The next step is to analyzing the data used SPSS 25 version to find out the score of each respondent summative, mean, median, mode, Std. Dev, Minimum, Maximum.

7. To data interpretation, the researcher categorized the characteristics of students' self-regulated learning in writing research proposal based on the criteria proposed by Vagias in Utami (2023).

Table 3. 5
Percentage and Categorization of Self-Regulated Learning

No	Category	Self-Regulated Learning
1	Low	$X < (M - 1,0 \text{ SD})$
2	Middle	$(M - 1,0 \text{ SD}) \leq X < (M + 1,0 \text{ SD})$
3	High	$X \geq (M + 1,0 \text{ SD})$

8. Drawing conclusion

In this step the researcher drawing conclusion based on information obtained from respondents after the data has been analyzed by researcher

consist with High, Middle and Low of students self regulated learning in writing research proposal.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Data Description

This chapter discusses the results and discussion of the study entitled Students' Self-Regulated Learning in Writing Research Proposal (A Study of English Students of UIN Mahmud Yunus Batusangkar Registered in 2024/2025) academic year, which was obtained through questionnaire. The researcher collected the data by distributing a closed-ended questionnaire. In this study, a total of 34 students filled out the questionnaire. But 3 of them did not the research criteria. To eliminate the resepondent refers to data got from staff English department of UIN Mahmud Yunus Batusangkar. Therefore, the total number of respondents included in this research was 31 students from two academic levels. To avoid misunderstandings, the questionnaire was developed in the Indonesia Language. The total item of questionnaire was 84 items that was developed by using Five point Likert scale with 42 favorable items and 42 unfavorable items. The score were given based on the type of each item. For the favorable item was as follows: Always (A)= 5, Often (O)= 4, Sometimes (S)= 3, Rarely (R)= 2 and Never (N)=1. Whereas for unfavorable item was as follow: Always (A)= 1, Often (O)= 2, Sometimes (S)= 3, Rarely (R)= 4 and Never (N)= 5. Before being distributed, the questionnaire was validated by 3 experts, and the results of the analysis of the validation results showed that the questionnaire had high validity.

After validating the questionnaire, the questionnaire was distributed to students who were writing research proposal of English students of UIN Mahmud Yunus Batusangkar registered 2024/2025 on Wednesday 5th March 2025. After getting the students' responses of the questionnaire and scores, the researcher analyzed the data to determine the general of Students' Self-Regulated Learning in Writing Research Proposal. As part of a post- defense revision, the researcher also conducted an item usage test

(item validity test) using Corrected Item-Total Correlation in SPSS. Based on the result, only 69 out of 84 items met the statistical criteria ($r\text{-count} > r\text{-table}$), and therefore were retained for final scoring. The scores for each respondent, as well as the mean and category classifications, were recalculated based only on the valid items. The scores were classified into three categories: Low, Middle, and High, based on the Mean (M) and Standard Deviation (SD). A Detailed description of the data can be seen in the following table:

Table 4. 1
Statistics Table of Students' Self-Regulated Learning in Writing Research Proposal as General

Descriptive Statistics		
N	Valid	31
	Missing	0
Mean		252,4839
Median		254,0000
Mode		212,00 ^a
Std. Deviation		34,97797
Minimum		186,00
Maximum		345,00
Sum		7827,00

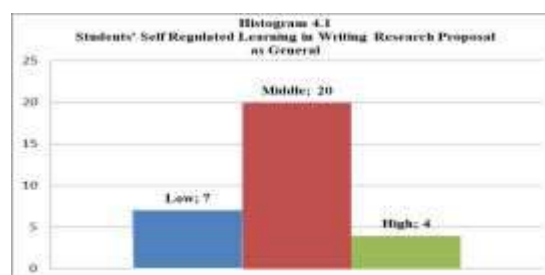
Based on results of the calculations, it can be concluded that the mean score of students' self-regulated learning in writing research proposal was 252,4839, and standard deviation was 34,97797. For more details regarding the explanation of the mean score and standard deviation for each indicator (see appendix page). Based on the descriptive statistics, the category of students' self-regulated learning in writing research proposal can be seen in the following table below:

Table 4. 2
Category of Students' Self-Regulated Learning in Writing Research Proposal as General

Category	Self-Regulated Learning	Formula Application	M	252,4839	F	%
Low	$X < (M - 1,0 \text{ SD})$	$X < 217,5059$	SD	34,97797	7	23%
Middle	$(M - 1,0 \text{ SD}) \leq X < (M + 1,0 \text{ SD})$	$217,5059 \leq X < 287,4619$	M-1,0 SD	217,5059	20	65%

)					
High	$X \geq (M+1,0SD)$	$X \geq 287,4619$	M+1,0 SD	287,461 9	4	13%
Total					31	100 %

Based on the analysis, the mean score of students' self regulated learning in writing research proposal was 252,4839 with a standard deviation of 34,97797. According to the classification formula ($M \pm 1 SD$), this score falls into within the Middle Category. Therefore, it can be concluded that on average the English students of UIN Mahmud Yunus Batusangkar demonstrate a middle level of self regulated learning in writing their research proposal.



The results of the categorized of students' self regulated learning levels are presented in histogram 4.1 as shown in the histogram, the majority of students 20 students (65%) fall into the Middle category. Meanwhile, 7 students (23%) are in low category and only 4 students (13%) are classified into the high category. This distribution the overall mean score analysis, which also indicates that most students exhibit a middle level of self regulated learning.

2. Data Analysis

In collecting the data, the researcher used a questionnaire to describe of students' self regulated learning in writing research proposal. This research analyzed 13 indicators of students' self-regulated learning in writing research proposal, consisting of 69 items. The indicators are as follow: goal setting, environmental structure, self-evaluation, task strategy, help seeking, time management, comprehension, strategic planning, self-judgment, self-reaction, self-motivation belief, self-control, and self-

consequences. Specifically, the number of items for each indicator is as follows: 10 items for goal setting, 6 items for environmental structure, 6 items for self-evaluation, 10 items for task strategy, 6 items for help seeking, 5 items for time management, 2 items for comprehension, 2 items for strategic planning, 3 items for self-judgment, 8 items for self-reaction, 6 items for self-motivation belief, 2 items for self-control, and 3 items for self-consequences. The researcher describes the data for each type of students' self-regulated learning in writing research proposal.

1. Goal Setting

There are 10 items related to students' self regulated learning in writing research proposal in term goal setting. After the data were collected, the researcher obtained the mean score of students' self regulated learning in writing research proposal in term goal setting in writing research proposal. The detailed data description can be seen in the following table:

Table 4. 3
Statistics Table of Students' Self-Regulated Learning in Writing Research Proposal in Term Goal Setting

Descriptive Statistics		
N	Valid	31
	Missing	0
Mean		36,5484
Median		36,0000
Mode		31,00 ^a
Std. Deviation		5,15001
Minimum		28,00
Maximum		50,00
Sum		1133,00

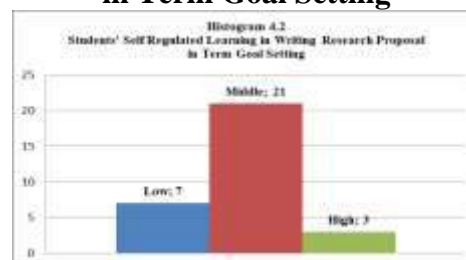
Based on table above, it can be concluded that the mean score was 36, 5484, and the standard deviation was 5, 15001. From the descriptive statistics, the category of students' self regulated learning in writing research proposal in term goal setting was identified. The results can be seen in the following table:

Table 4. 4
Category of Students' Self-Regulated Learning in Writing Research Proposal
in Term Goal Setting

Category	Self-Regulated Learning	Formula Application	M	36, 5484	F	%
Low	$X < (M - 1,0 \text{ SD})$	$X < 36, 5484$	SD	5,15001	7	23%
Middle	$(M - 1,0 \text{ SD}) \leq X < (M + 1,0 \text{ SD})$	$36, 5484 \leq X < 49,2747$	M-1,0 SD	31,39839	21	68%
High	$X \geq (M + 1,0 \text{ SD})$	$X \geq 49,2747$	M+1,0 SD	41,69841	3	10%
Total					31	100%

Based on the analysis, the mean score of students' self regulated learning in writing research proposal was 36,5484 with a standard deviation of 5,15001. According to the classification formula (M+- 1 SD), this score falls into within the Middle Category. Therefore, it can be concluded that on average the English students of UIN Mahmud Yunus Batusangkar demonstrate a middle level of self regulated learning in writing their research proposal.

Diagram 4. 1
Category of Students' Self-Regulated Learning in Writing Research Proposal
in Term Goal Setting



The results of the categorized of students' self regulated learning levels are presented in histogram 4.2 as shown the majority of students 21 students (68%) fall into the Middle category. Meanwhile, 7 students (23%) are in low category and only 3 students (10%) are classified into the high category. This distribution the overall mean score analysis, which also indicates that most students exhibit a middle level of self regulated learning.

2. Environmental structure

There are 6 items related to students' self regulated learning in writing research proposal in term environmental structure. After the data were collected, the researcher obtained the mean score of students' self regulated learning in writing research proposal in term environmental structure. The detailed data description can be seen in the following table:

Table 4. 5
Statistics Table of Students' Self-Regulated Learning in Writing Research Proposal in Term Environmental Structure

Descriptive Statistics		
N	Valid	31
	Missing	0
Mean		21,1290
Median		21,0000
Mode		18,00
Std. Deviation		4,12910
Minimum		13,00
Maximum		30,00
Sum		655,00

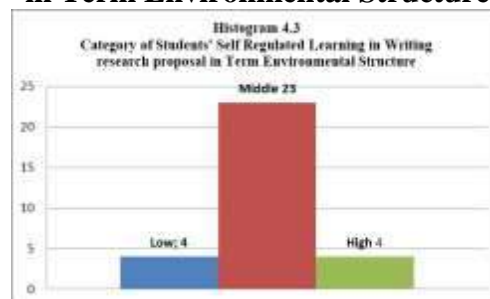
Based on table above, it can be concluded that the mean score was 21, 1290, and the standard deviation was 4, 12910. From the descriptive statistics, the category of students' self regulated learning in writing research proposal in term environmental structure was identified. The results can be seen in the following table:

Table 4. 6
Category of Students' Self-Regulated Learning in Writing Research Proposal in Term Environmental Structure

Category	Self-Regulated Learning	Formula Application	M	21,1290	F	%
Low	$X < (M - 1,0 \text{ SD})$	$X < 16,9999$	SD	4,1290	4	13%
Middle	$(M - 1,0 \text{ SD}) \leq X < M + 1,0 \text{ SD}$	$16,9999 \leq X < 25,2581$	M - 1,0 SD	16,9999	23	74%
High	$X \geq M + 1,0 \text{ SD}$	$X \geq 25,2581$	M + 1,0 SD	25,2581	4	13%
Total					31	100%

Based on the analysis, the mean score of students' self regulated learning in writing research proposal was 21,129 with a standard deviation of 4,1290. According to the classification formula ($M \pm 1$ SD), this score falls into within the Middle Category. Therefore, it can be concluded that on average the English students of UIN Mahmud Yunus Batusangkar demonstrate a middle level of self regulated learning in writing their research proposal.

Diagram 4. 2
Category of Students' Self-Regulated Learning in Writing Research Proposal in Term Environmental Structure



The results of the categorized of students' self regulated learning levels are presented in histogram 4.3 as shown the majority of students 23 students (74%) fall into the Middle category. Meanwhile, 4 students (13%) are in low category and only 4 students (13%) are classified into the high category. This distribution the overall mean score analysis, which also indicates that most students exhibit a middle level of self regulated learning.

3. Self-evaluation

There are 6 items related to students' self regulated learning in writing research proposal in term self evaluation. After the data were collected, the researcher obtained the mean score of students' self regulated learning in writing research proposal in term self-evaluation. The detailed data description can be seen in the following table:

Table 4. 7
Statistics Table of Students' Self-Regulated Learning in Writing Research Proposal in Term Self Evaluation
Descriptive Statistics

N	Valid	31
	Missing	0
Mean		21,9032
Median		21,0000
Mode		20,00
Std. Deviation		3,89320
Minimum		15,00
Maximum		30,00
Sum		679,00

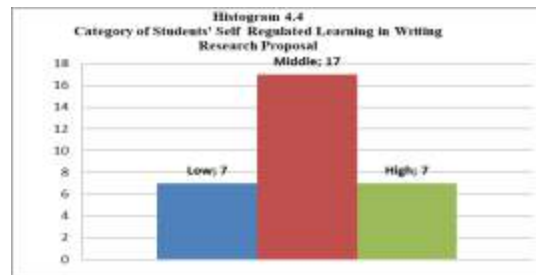
Based on table above, it can be concluded that the mean score was 21,9032, and the standard deviation was 3,89320. From the descriptive statistics, the category of students self regulated learning in writing research proposal in term self-evaluation was identified. The results can be seen in the following table:

Table 4. 8
Category of Students' Self-Regulated Learning in Writing Research Proposal in Term Self Evaluation

Category	Self-Regulated Learning	Formula Application	M	21,9032	F	%
Low	$X < (M - 1,0 \text{ SD})$	$X < 18,01$	SD	3,89320	7	23%
Middle	$(M - 1,0 \text{ SD}) \leq X < M + 1,0 \text{ SD}$	$18,01 \leq X < 25,7964$	M-1,0 SD	18,01	17	54%
High	$X \geq M + 1,0 \text{ SD}$	$X \geq 25,7964$	M+1,0 SD	25,7964	7	23%
Total					31	100%

Based on the analysis, the mean score of students' self regulated learning in writing research proposal was 21,9032 with a standard deviation of 3,89320. According to the classification formula ($M \pm 1 \text{ SD}$), this score falls into within the Middle Category. Therefore, it can be concluded that on average the English students of UIN Mahmud Yunus Batusangkar demonstrate a middle level of self regulated learning in writing their research proposal.

Diagram 4. 3
Category of Students' Self Regulated Learning in Writing Research Proposal in Term Self Evaluation



The results of the categorized of students' self regulated learning levels are presented in histogram 4.4 as shown the majority of students 17 students (54%) fall into the Middle category. Meanwhile, 7 students (23%) are in low category and only 7 students (23%) are classified into the high category. This distribution the overall mean score analysis, which also indicates that most students exhibit a middle level of self regulated learning

4. Task Strategy

There are 10 items related to students' self regulated learning in writing research proposal in term task strategy. After the data were collected, the researcher obtained the mean score of students' self regulated learning in writing research proposal in term task strategy. The details of the data description can be seen in the table below:

Table 4. 9
Statistics Table of Students Self-Regulated Learning in Writing Research Proposal in Term Task Strategy

Descriptive Statistics		
N	Valid	31
	Missing	0
Mean		36,1935
Median		36,0000
Mode		31,00 ^a
Std. Deviation		5,71209
Minimum		26,00
Maximum		50,00
Sum		1122,00

Based on table above, it can be concluded that the mean score was 36,1935, and the standard deviation was 5,71209. From the descriptive

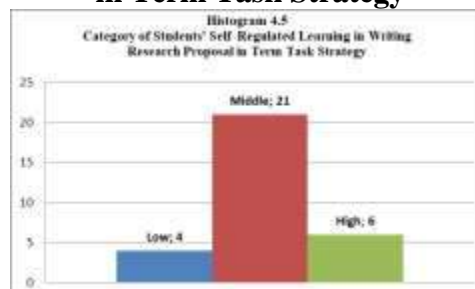
statistics, the category of students' self regulated learning in writing research proposal in term task strategy was identified. The results can be seen in the following table:

Table 4. 10
Category of Students' Self-Regulated Learning in Writing Research Proposal in Term Task Strategy

Category	Self-Regulated Learning	Formula Application	M	36,1935	F	%
Low	$X < (M - 1,0 \text{ SD})$	$X < 30,48141$	SD	5,71209	4	13 %
Middle	$(M - 1,0 \text{ SD}) \leq X < M + 1,0 \text{ SD}$	$30,48141 \leq X < 41,90559$	M-1,0 SD	30,48141	21	68 %
High	$X \geq M + 1,0 \text{ SD}$	$X \geq 41,90559$	M+ 1,0 SD	41,90559	6	19 %
Total					31	100 %

Based on the analysis, the mean score of students' self regulated learning in writing research proposal was 36,1935 with a standard deviation of 34,97797. According to the classification formula (M+/- 1 SD), this score falls into within the Middle Category. Therefore, it can be concluded that on average the English students of UIN Mahmud Yunus Batusangkar demonstrate a middle level of self regulated learning in writing their research proposal.

Diagram 4. 4
Category of Students' Self-Regulated Learning in Writing Research Proposal in Term Task Strategy



The results of the categorized of students' self regulated learning levels are presented in histogram 4.5 as shown the majority of students 21 students (68%) fall into the Middle category. Meanwhile, 4 students

(13%) are in low category and only 6 students (19%) are classified into the high category. This distribution the overall mean score analysis, which also indicates that most students exhibit a middle level of self regulated learning.

5. Help Seeking

There are 6 items related to self regulated learning in writing research proposal in term help seeking. After the data were collected, the researcher obtained the mean score of students' self regulated learning in writing research proposal in term help seeking. The detailed data description can be seen in the following table:

Table 4. 11
Statistics Table of Students' Self-Regulated Learning in Writing Research Proposal in Term Help Seeking

Descriptive Statistics		
N	Valid	31
	Missing	0
Mean		23,2258
Median		24,0000
Mode		18,00
Std. Deviation		3,84456
Minimum		18,00
Maximum		30,00
Sum		720,00

Based on table above, it can be concluded that the mean score was 23,2258, and the standard deviation was 3,84456. From the descriptive statistics, the category of students' self regulated learning in writing research proposal in term help seeking was identified. The results can be seen in the following table:

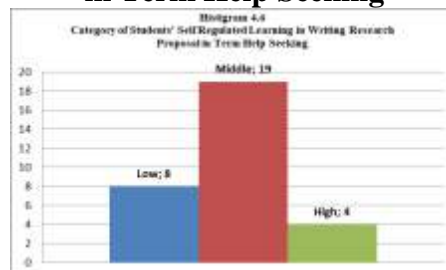
Table 4. 12
Category of Students' Self-Regulated Learning in Writing Research Proposal in Term Help Seeking

Category	Self-Regulated Learning	Formula Application	M	23,2258	F	%
Low	$X < (M - 1,0 \text{ SD})$	$X < 19,38124$	SD	3,84456	8	26%
Middle	$(M - 1,0 \text{ SD}) \leq X < M + 1,0$	$19,38124 \leq X < 27,07036$	M-1,0 SD	19,38124	19	61%

Category	Self-Regulated Learning	Formula Application	M	23,2258	F	%
	SD					
High	$X \geq M + 1,0 \text{ SD}$	$X \geq 27,07036$	M+ 1,0 SD	27,07036	4	13%
Total					31	100 %

Based on the analysis, the mean score of students' self regulated learning in writing research proposal was 23,2258 with a standard deviation of 3,84456 . According to the classification formula ($M \pm 1 \text{ SD}$), this score falls into within the Middle Category. Therefore, it can be concluded that on average the English students of UIN Mahmud Yunus Batusangkar demonstrate a middle level of self regulated learning in writing their research proposal..

Diagram 4. 5
Category of Students' Self-Regulated Learning in Writing Research Proposal in Term Help Seeking



The results of the categorized of students' self regulated learning levels are presented in histogram 4.6 as shown the majority of students 19 students (61%) fall into the Middle category. Meanwhile, 8 students (26%) are in low category and only 4 students (13%) are classified into the high category. This distribution the overall mean score analysis, which also indicates that most students exhibit a middle level of self regulated learning

6. Time Management

There are 5 items related to the students' self regulated learning in writing research proposal in term time Management of students' self-

regulated learning in writing research proposal. After the data were collected, the researcher obtained the mean score of students' self regulated learning in writing research proposal in term time management. The detailed data description can be seen in the following table:

Table 4. 13
Statistics Table of Students' Self-Regulated Learning in Writing Research Proposal in Term Time Management

Descriptive Statistics		
N	Valid	31
	Missing	0
Mean		19,0645
Median		19,0000
Mode		16,00 ^a
Std. Deviation		3,53964
Minimum		11,00
Maximum		25,00
Sum		591,00

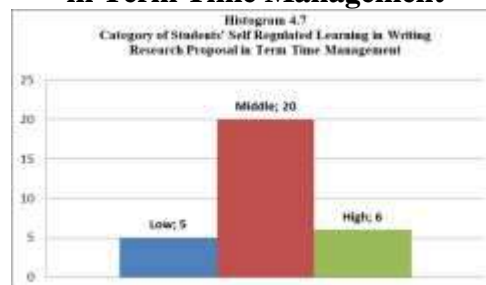
Based on table above, it can be concluded that the mean score was 19,0645, and the standard deviation was 3,53964. From the descriptive statistics, the category of students' self regulated learning in writing research proposal in term time management was identified. The results can be seen in the following table:

Table 4. 14
Category of Students' Self-Regulated Learning in Writing Research Proposal in Term Time Management

Category	Self-Regulated Learning	Formula Application	M	19,0645	F	%
Low	$X < (M - 1,0 \text{ SD})$	$X < 15,52486$	SD	3,53964	5	16%
Middle	$(M - 1,0 \text{ SD}) \leq X < M + 1,0 \text{ SD}$	$15,52486 \leq X < 22,60414$	M - 1,0 SD	15,52486	20	65%
High	$X \geq M + 1,0 \text{ SD}$	$X \geq 22,60414$	M + 1,0 SD	22,60414	6	19%
Total					31	100%

Based on the analysis, the mean score of students' self regulated learning in writing research proposal was 19,0645 with a standard deviation of 3,53964. According to the classification formula ($M \pm 1$ SD), this score falls into within the Middle Category. Therefore, it can be concluded that on average the English students of UIN Mahmud Yunus Batusangkar demonstrate a middle level of self regulated learning in writing their research proposal.

Diagram 4. 6
Category of Students Self-Regulated Learning in Writing Research Proposal in Term Time Management



The results of the categorized of students' self regulated learning levels are presented in histogram 4.7 as shown the majority of students 20 students (65%) fall into the Middle category. Meanwhile, 5 students (16%) are in low category and only 6 students (19%) are classified into the high category. This distribution the overall mean score analysis, which also indicates that most students exhibit a middle level of self regulated learning.

7. Comprehension

There are 2 items related to the students' self regulated learning in writing research proposal in term comprehension. After the data were collected, the researcher obtained the mean score of students' self regulated learning in writing research proposal in term comprehension. The detailed data descriptions can be seen in the following table:

Table 4. 15
Statistics Table of Students' Self-Regulated Learning in Writing Research Proposal in Term Comprehension

Descriptive Statistics		
N	Valid	31

Descriptive Statistics		
	Missing	0
Mean		7,2258
Median		7,0000
Mode		8,00
Std. Deviation		1,28348
Minimum		4,00
Maximum		10,00
Sum		224,00

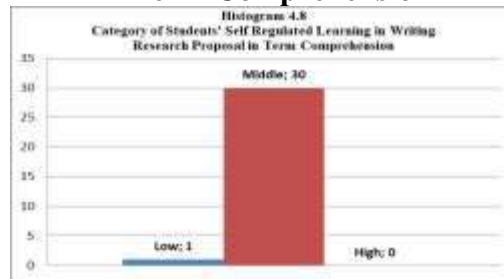
Based on table above, it can be concluded that the mean score was 7,2258 and the standard deviation was 1,28348. From the descriptive statistics, the category of students self regulated learning in writing research proposal in term comprehension was identified. The result can be seen in the following table:

Table 4. 16
Category of Students' Self-Regulated Learning in Writing Research Proposal in Term Comprehension

Category	Self-Regulated Learning	Formula Application	M	7, 2258	F	%
Low	$X < (M - 1,0 \text{ SD})$	$X < 5,94232$	SD	1,28348	1	3%
Middle	$(M - 1,0 \text{ SD}) \leq X < M + 1,0 \text{ SD}$	$5,94232 \leq X < 13,16813$	M - 1,0 SD	5,94232	30	97%
High	$X \geq M + 1,0 \text{ SD}$	$X \geq 13,16813$	M + 1,0 SD	13,16812	0	0%
Total					31	100%

Based on the analysis, the mean score of students' self regulated learning in writing research proposal was 7,2258 with a standard deviation of 1,28348. According to the classification formula ($M \pm 1 \text{ SD}$), this score falls into within the Middle Category. Therefore, it can be concluded that on average the English students of UIN Mahmud Yunus Batusangkar demonstrate a middle level of self regulated learning in writing their research proposal.

Diagram 4. 8
Category of Students' Self-Regulated Learning in Writing Research Proposal
in Term Comprehension



The results of the categorized of students' self regulated learning levels are presented in histogram 4.8 as shown the majority of students 30 students (97%) fall into the Middle category. Meanwhile, 1 students (3%) are in low category and there is no students are classified into the high category. This distribution the overall mean score analysis, which also indicates that most students exhibit a middle level of self regulated learning.

8. Strategic Planning

There are 2 items related students' self regulated learning in writing research proposal in term strategic planning. After the data were collected, the researcher obtained the mean score of students' self regulated learning in writing research proposal in term strategic planning. The detailed of the data description can be seen in the following table:

Table 4. 17
Statistics Table of Students' Self-Regulated Learning in Writing Research
Proposal in Term Strategy Planning

Descriptive Statistics		
N	Valid	31
	Missing	0
Mean		7,1290
Median		7,0000
Mode		8,00
Std. Deviation		1,28431
Minimum		4,00
Maximum		10,00

Descriptive Statistics	
Sum	221,00

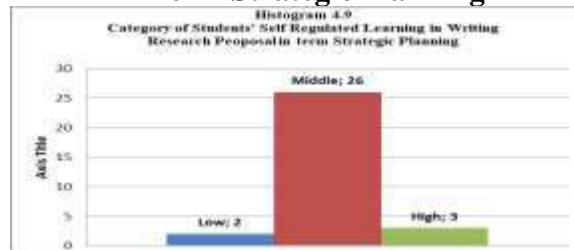
Based on table above, it can be concluded that the mean score was 7,1290, and the standard deviation was 1.28431. From the descriptive statistics, the category of students self regulated learning in writing research proposal in term strategy planning was identified. The result can be seen in the following table:

Table 4. 18
Category of Students' Self-Regulated Learning in Writing Research Proposal in Term Strategy Planning

Category	Self-Regulated Learning	Formula Application	M	7,1290	F	%
Low	$X < (M - 1,0 \text{ SD})$	$X < 5,84469$	SD	1,28431	2	6%
Middle	$(M - 1,0 \text{ SD}) \leq X < M + 1,0 \text{ SD}$	$5,84469 \leq X < 8,41331$	M-1,0 SD	5,84469	26	84%
High	$X \geq M + 1,0 \text{ SD}$	$X \geq 8,41331$	M+1,0 SD	8,41331	3	10%
Total					31	100%

Based on the analysis, the mean score of students' self regulated learning in writing research proposal was 7,1290 with a standard deviation of 1,28431. According to the classification formula (M+- 1 SD), this score falls into within the Middle Category. Therefore, it can be concluded that on average the English students of UIN Mahmud Yunus Batusangkar demonstrate a middle level of self regulated learning in writing their research proposal.

Diagram 4. 9
Category of Students' Self-Regulated Learning in Writing Research Proposal
in Term Strategic Planning



The results of the categorized of students' self regulated learning levels are presented in histogram 4.9 as shown the majority of students 26 students (84%) fall into the Middle category. Meanwhile, 2 students (6%) are in low category and only 3 students (10%) are classified into the high category. This distribution the overall mean score analysis, which also indicates that most students exhibit a middle level of self regulated learning.

9. Self-Judgment

There are 3 items related self regulated learning in writing research proposal in term self judgment. After the data were collected, the researcher obtained the mean score of students' self regulated learning in writing research proposal in term self-judgment. The detailed data description can be seen in the following table:

Table 4. 19
Statistics Table of Students' Self-Regulated Learning in Writing Research
Proposal in Term Self Judgment

Descriptive Statistics		
N	Valid	31
	Missing	0
Mean		11,4516
Median		12,0000
Mode		12,00
Std. Deviation		1,84099
Minimum		8,00
Maximum		15,00
Sum		355,00

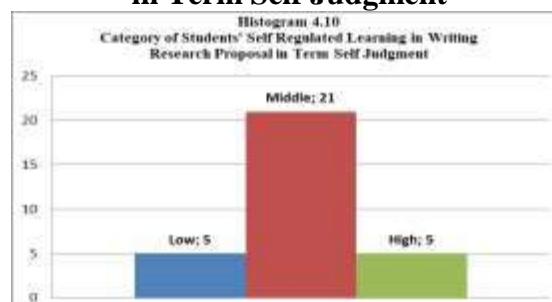
Based on table above, it can be concluded that the mean score was 11,4516, and the standard deviation was 1,84099. From the descriptive statistics, the category of students' self regulated learning in term self judgement was identified. The result can be seen in the following table:

Table 4. 20
Category of Students' Self-Regulated Learning in Writing Research Proposal in Term Self Judgment

Category	Self-Regulated Learning	Formula Application	M	11,4516	F	%
Low	$X < (M - 1,0 \text{ SD})$	$X < 9,61061$	SD	1,84099	5	16%
Middle	$(M - 1,0 \text{ SD}) \leq X < M + 1,0 \text{ SD}$	$9,61061 \leq X < 13,29259$	M-1,0 SD	9,61061	21	68%
High	$X \geq M + 1,0 \text{ SD}$	$X \geq 13,29259$	M+ 1,0 SD	13,29259	5	16%
Total					31	100%

Based on the analysis, the mean score of students' self regulated learning in writing research proposal was 11,4516 with a standard deviation of 1,84099. According to the classification formula ($M \pm 1 \text{ SD}$), this score falls into within the Middle Category. Therefore, it can be concluded that on average the English students of UIN Mahmud Yunus Batusangkar demonstrate a middle level of self regulated learning in writing their research proposal..

Diagram 4. 10
Category of Students' Self-Regulated Learning in Writing Research Proposal in Term Self Judgment



The results of the categorized of students' self regulated learning levels are presented in histogram 4.10 as shown the majority of students 26 students (68%) fall into the Middle category. Meanwhile, 5 students (16%) are in low category and only 5 students (16%) are classified into the high category. This distribution the overall mean score analysis, which also indicates that most students exhibit a middle level of self regulated learning.

10. Self-Reaction

There are 8 items regarding self reaction of students' self-regulated learning in writing research proposal. After the data was obtained, the researcher obtained the mean score of students' self-reaction in writing research proposal. The details of the data description can be seen in the table below:

Table 4. 21
Statistics Table of Students' Self-Regulated Learning in Writing Research Proposal in Term Self Reaction

Descriptive Statistics		
N	Valid	31
	Missing	0
Mean		28,7742
Median		28,0000
Mode		25,00
Std. Deviation		4,09642
Minimum		22,00
Maximum		40,00
Sum		892,00

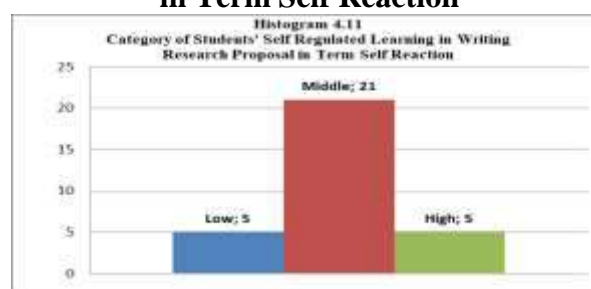
Based on table above, it can be concluded that the mean score was 28,7742, and the standard deviation was 4,09642. From the descriptive statistics, the category of students' self regulated learning in term self-reaction was identified. The result can be seen in the following table:

Table 4. 22
Category of Students' Self-Regulated Learning in Writing Research Proposal
in Term Self Reaction

Category	Self-Regulated Learning	Formula Application	M	28,7742	F	%
Low	$X < (M - 1,0 \text{ SD})$	$X < 24,67778$	SD	4,09642	5	16%
Middle	$(M - 1,0 \text{ SD}) \leq X < M + 1,0 \text{ SD}$	$24,67778 \leq X < 32,87062$	M-1,0 SD	24,67778	21	68%
High	$X \geq M + 1,0 \text{ SD}$	$X \geq 32,87062$	M+1,0 SD	32,87062	5	16%
Total					31	100%

Based on the analysis, the mean score of students' self regulated learning in writing research proposal was 28,7742 with a standard deviation of 4,09642. According to the classification formula ($M \pm 1 \text{ SD}$), this score falls into within the Middle Category. Therefore, it can be concluded that on average the English students of UIN Mahmud Yunus Batusangkar demonstrate a middle level of self regulated learning in writing their research proposal..

Diagram 4. 11
Category of Students' Self-Regulated Learning in Writing Research Proposal
in Term Self Reaction



The results of the categorized of students' self regulated learning levels are presented in histogram 4.11 as shown the majority of students 21 students (68%) fall into the Middle category. Meanwhile, 5 students (16%) are in low category and 5 students (16%) are classified into the high category. This distribution the overall mean score analysis, which

also indicates that most students exhibit a middle level of self regulated learning.

11. Self-Motivation Belief

There are 6 items related to the students' self-regulated learning in writing research proposal in term self-m otivation belief. After the data were collected, the researcher obtained the mean score of students' self regulated learning in writing research proposal in term self-motivation belief. The detailed data description can be seen in following table:

Table 4. 23
Statistics Table of Students' Self-Regulated Learning in Writing Research Proposal in Term Self-Motivation Belief

Descriptive Statistics		
N	Valid	31
	Missing	0
Mean		21,9032
Median		22,0000
Mode		24,00 ^a
Std. Deviation		3,48669
Minimum		16,00
Maximum		30,00
Sum		679,00

Based on table above, it can be concluded that the mean score was 21,9032 and the standard deviation was 3,48669. From the descriptive statistics, the category of students' self regulated learning in writing research proposal in term self-motivation belief was identified. The result can be seen in the following table:

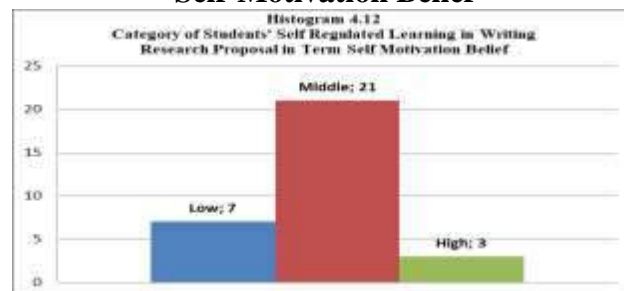
Table 4. 24
Category of Students Self-Regulated Learning in Writing Research Proposal in Term Self-Motivation Belief

Category	Self-Regulated Learning	Formula Application	M	21,9032	F	%
Low	$X < (M - 1,0 \text{ SD})$	$X < 18,41651$	SD	3,48669	7	22%
Middle	$(M - 1,0 \text{ SD}) \leq X < M + 1,0 \text{ SD}$	$18,41651 \leq X < 25,38989$	M - 1,0 SD	18,41651	21	68%

Category	Self-Regulated Learning	Formula Application	M	21,9032	F	%
High	$X \geq M + 1,0$ SD	$X \geq 25,3898$ 9	M+ 1,0 SD	25,38989	3	10%
Total					31	100%

Based on the analysis, the mean score of students' self regulated learning in writing research proposal was 21,9032 with a standard deviation of 3,48669. According to the classification formula ($M \pm 1$ SD), this score falls into within the Middle Category. Therefore, it can be concluded that on average the English students of UIN Mahmud Yunus Batusangkar demonstrate a middle level of self regulated learning in writing their research proposal..

Diagram 4. 12
Category of Self-Regulated Learning in Writing Research Proposal in Term Self-Motivation Belief



The results of the categorized of students' self regulated learning levels are presented in histogram 4.12 as shown the majority of students 21 students (68%) fall into the Middle category. Meanwhile, 7 students (22%) are in low category and 3 students (10%) are classified into the high category. This distribution the overall mean score analysis, which also indicates that most students exhibit a middle level of self regulated learning.

12. Self-Control

There are 2 items related to the of students' self-regulated learning in writing research proposal in term self control. After the data were collected, the researcher calculated the mean score of students' self

regulated learning in writing research proposal in term self control. The detailed data description can be seen in the following table:

Table 4. 25
Statistics Table of Students' Self-Regulated Learning in Writing Research Proposal in Term Self Control

Descriptive Statistics		
N	Valid	31
	Missing	0
Mean		7,3871
Median		7,0000
Mode		7,00
Std. Deviation		1,08558
Minimum		5,00
Maximum		10,00
Sum		229,00

Based on table above, it can be concluded that the mean score was 7,3871, and the standard deviation was 1,08558. From the descriptive statistics, the category of students' self regulated learning in writing research proposal in term self-control was identified. The results can be seen in the following table:

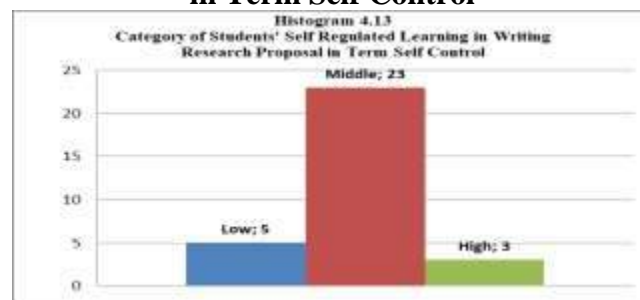
Table 4. 26
Category of Students' Self-Regulated Learning in Writing Research Proposal in Term Self Control

Category	Self-Regulated Learning	Formula Application	M	7,3871	F	%
Low	$X < (M - 1,0 \text{ SD})$	$X < 6,30152$	SD	1,08558	5	16%
Middle	$(M - 1,0 \text{ SD}) \leq X < M + 1,0 \text{ SD}$	$6,30152 \leq X < 8,47268$	M-1,0 SD	6,30152	23	74%
High	$X \geq M + 1,0 \text{ SD}$	$X \geq 8,47268$	M+ 1,0 SD	8,47268	3	10%
Total					31	100%

Based on the analysis, the mean score of students' self regulated learning in writing research proposal was 7,3871 with a standard deviation of 1,08558. According to the classification formula ($M \pm 1$

SD), this score falls into within the Middle Category. Therefore, it can be concluded that on average the English students of UIN Mahmud Yunus Batusangkar demonstrate a middle level of self regulated learning in writing their research proposal..

Histogram 4. 13
Category of Students' Self-Regulated learning in Writing Research Proposal in Term Self Control



The results of the categorized of students' self regulated learning levels are presented in histogram 4.13 as shown the majority of students 23 students (74%) fall into the Middle category. Meanwhile, 5 students (16%) are in low category and 3 students (10%) are classified into the high category. This distribution the overall mean score analysis, which also indicates that most students exhibit a middle level of self regulated learning.

13. Self-Consequences

There are 3 items related to the students' self-regulated learning in writing research proposal in term self consequences. After the data were collected, the researcher obtained the mean score of students' self regulated learning in writing research proposal in term self-consequences. The detailed data description can be seen in the following table:

Table 4. 27
Statistics Table of Students' Self-Regulated Learning in Writing Research Proposal in Term Self Consequences

Descriptive Statistics		
N	Valid	31
	Missing	0
Mean		10,5484

Descriptive Statistics	
Median	10,0000
Mode	9,00
Std. Deviation	1,99731
Minimum	6,00
Maximum	15,00
Sum	327,00

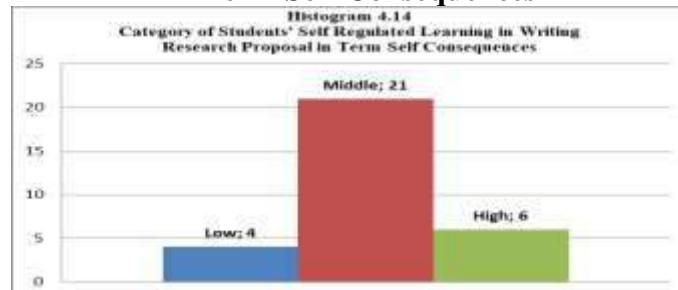
Based on table above, it can be concluded that the mean score was 10,5484 and the standard deviation was 1,99731. From the descriptive statistics, the category of students' self regulated learning in writing research proposal in term self consequences was identified.. The results can be seen in the following table:

Table 4. 28
Category of Students' Self-Regulated Learning in Writing Research Proposal in Term Self Consequences

Category	Self-Regulated Learning	Formula Application	M	10,5484	F	%
Low	$X < (M - 1,0 \text{ SD})$	$X < 8,55109$	SD	1,99731	5	16%
Middle	$(M - 1,0 \text{ SD}) \leq X < M + 1,0 \text{ SD}$	$8,55109 \leq X < 16,08923$	M-1,0 SD	8,55109	23	74%
High	$X \geq M + 1,0 \text{ SD}$	$X \geq 16,08923$	M+ 1,0 SD	12,54571	3	10%
Total					31	100%

Based on the analysis, the mean score of students' self regulated learning in writing research proposal was 10,5484 with a standard deviation of 1,99731. According to the classification formula ($M \pm 1 \text{ SD}$), this score falls into within the Middle Category. Therefore, it can be concluded that on average the English students of UIN Mahmud Yunus Batusangkar demonstrate a middle level of self regulated learning in writing their research proposal.

Histogram 4. 14
Category of Students' Self-Regulated Learning in Writing Research Proposal
in Term Self Consequences



The results of the categorized of students' self regulated learning levels are presented in histogram 4.14 as shown the majority of students 23 students (74%) fall into the Middle category. Meanwhile, 5 students (16%) are in low category and 3 students (10%) are classified into the high category. This distribution the overall mean score analysis, which also indicates that most students exhibit a middle level of self regulated learning.

B. Discussion

Based on the results of data analysis, the researcher found that the average score of English students of UIN Mahmud Yunus Batusangkar was 252.48 which falls into the middle category. This suggests that students demonstrate moderate levels of self regulated learning in writing research proposal. The researcher analyzed this further across 13 indicators, all of which also fell into the middle range based on their respective mean scores. This discussion answer the research objective to describe students' self regulated learning in writing research proposal of English students of UIN Mahmud Yunus Batusangkar registered 2024/2025 academic year both in general and for each indicator.

The following for each indicators based in mean score the first goal setting students demonstrate moderate ability in setting academic goals. While most had direction, their goals were not always specific or strategic. This aligns with Zimmerman in Namira (2021), who emphasized that high self regulated learning students set measurable and outcome focused goal. Next, environment

al structure the mean score indicates students occasionally managed their study environment but not consistently, according to Zimmerman in Darmiyani (2012), this skill is essential to maintain focus and productivity during learning. Next, self evaluation, students were moderately reflective of their work but lacked depth in their evaluation. Andrade & Evan in Namira (2021) stated that meaningful self evaluation requires students to assess beyond surface level performance.

Next, task strategy the average score was shows students sometimes used planning strategies like outlining or drafting. However, such strategies were not integrated into their regular writing process. As noted by Zimmerman in Darmiyani (2012), strategic learners apply these tools consistently. Next, help seeking the mean score was relatively low within the middle category. students tend to seek help reactively. This is line with Alam (2024) who noted that help seeking is often hindered by low academic confidence and fear of judgment. Next, time management this was among the lowest scoring indicators. Although students attempted to plan their schedules, many struggled to manage their time effectively. Abadikah et. al (2018) found that time management is a common weakness in students self regulated learning profiles.

Next, comprehension the average score indicates moderate understanding of research proposal components. However, students often struggled to apply that knowledge in writing. this supports findings from Teng & Zhang (2020) who emphasized comprehension as a foundation for academic writing. Next, strategic planning the mean score showed that while students could plan their writing steps, they lacked anticipation for potential difficulties. Shen & Wang (2024) stress that effective strategic planning involves forecasting and preemptive thinking. Next, self judgment students showed moderate levels of evaluating their academic progress but were not yet able to critically assess their strengths and weaknesses. Dignath (2024) emphasized that self judgment requires high metacognitive awareness, which is still developing among students.

Next, Self reaction setudents' reactions to feedback and failure were often emotional and lacked adaptive strategies. Usher & Schunk (2018) explained that emotiona; regulation is crucial in sustaining learning motivation, especially in challenging academic tasks. Next, self motivation belief the mean score reflects that students moderately believed in their aability to complete research proposals but still required external encouragement. Lavasani et. al (2011) found that self motivation elief affects how consistenly students apply self regulated learning behavior. Next, self control students attempted to avoid distraction but were not always successful. This confirms Pravhasiswi (2022), who found that students in the middle self regulated learning range often struggle to maintain focus during independent work. And last self consequences, students were aware of the outcomes of their learning behavior, but this awareness did not consistenly lead to behavioral change. According to Michalsky (2017) and Ariyanti et.al (2020) high self regulated learners reflect on consequences and adjust accordingly a habit that needs improvement here.

It can concluded that based on the findings clearly indicate that across all indicators, students' mean score fall into the middle category, confirming that while self regulated learning is present, it is not yet optimal. This moderate performance points to inconsistent use of planning, monitoring, and evaluation strategies. Compared to the ideal self regulated learning model described by experts, students in this study still need guided development particularly in time management, help seeking, self reaction, and self judgement.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, the researcher concluded that, in general the level of students' self-regulated learning in writing research of English students of UIN Mahmud Yunus Batusangkar Registered 2024/2025 was categorized as "Middle". Specifically, students' self-regulated learning in writing research proposal can be concluded as follows:

1. The level of students' self- regulated learning in writing research proposal in term of goal setting was categorized as "Middle".
2. The level of students' self- regulated learning in writing research proposal in term of environmental structure was categorized as "Middle".
3. The level of students' self- regulated learning in writing research proposal in term of self evaluation was categorized as "Middle".
4. The level of students' self- regulated learning in writing research proposal in term of task strategy was categorized as "Middle".
5. The level of students' self- regulated learning in writing research proposal in term of help seeking was categorized as "Middle".
6. The level of students' self- regulated learning in writing research proposal in term of time management was categorized as "Middle".
7. The level of students' self- regulated learning in writing research proposal in term of comprehension was categorized as "Middle".
8. The level of students' self- regulated learning in writing research proposal in term of strategic planning was categorized as "Middle".
9. The level of students' self- regulated learning in writing research proposal in term of self judgment was categorized as "Middle".
10. The level of students' self- regulated learning in writing research proposal in term of self reaction was categorized as "Middle".
11. The level of students' self- regulated learning in writing research proposal in term of self motivation belief was categorized as "Middle"..

12. The level of students' self-regulated learning in writing research proposal in term of self control was categorized as "Middle".
13. The level of students' self-regulated learning in writing research proposal in term of self consequences was categorized as "Middle".

B. Suggestion

Based on the results of the research, the researcher would like to offer the following suggestions:

1. For English Students

Since the overall level of students' self-regulated learning in writing research proposal falls into the "Middle" category, students are encouraged to improve their self-regulation abilities by becoming more proactive in managing their learning process. In particular, students should enhance their self-judgment and strategic planning, identifying as the lowest and highest scoring indicators, respectively by engaging in reflective practices, setting clear goals and consistently evaluating their learning progress. Increasing awareness in time management, help seeking, and self motivation belief will also significantly contribute to the effectiveness of their academic writing

2. For the advisor

Based on the finding, it is hoped that advisor may consider further supporting the development of students' self regulated learning, particularly in the context of writing research proposal. this support might be reflected through the use of instructional strategies that gently encourage goal setting, self monitoring and time management. Providing constructive feedback, inviting reflective practices and modeling effective learning behaviors may contribute meaningfully to students' academic growth. In addition, fostering a positive and supportive learning environment could help students become more confident in seeking help and in sustaining their motivation throughout the research writing process.

3. For next Researcher

For future researcher are recommended to explore further the factors influencing students' self-regulated learning in writing research proposal,

such as personal motivation, prior knowledge, learning environment, or digital literacy. Additionally, conducting qualitative or mixed method design is suggested to gain deeper insight into students' challenges, perception, and strategies in applying self regulated learning, particularly in academic writing contexts.

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