

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Learning is a process that is performed by individuals in order to have changes to themselves as result of their experiences with the environment. The changes can be shown as knowledge, comprehension, attitude and behavior, skills, and habit. Learning is an active process which leads to certain goal through the process of looking, observing, and understanding of something.

In language learning, one of language skills that language learners should master is writing. Writing can be defined as the way to produce language and express idea, feeling and opinion (Harmer, 2004). Writing is essential because it is needed to communicate one's thought and opinion effectively.

The essential of writing for vocational high school students has been stated through curriculum in Indonesia namely curriculum 2013 that requires vocational high school students to be able to write based on genre. The Ministry of Education and Culture also known as Kemendikbud (2016) stated that genre provides text framework consisting of three aspects, namely social function, text structure and language features. Writing is stated in the syllabus as productive skill (arranging) in certain basic competence such as grade XI syllabus in basic competence 4.6 that is about writing personal letter.

In learning writing, there are four stages that should be experienced. They are planning, drafting, revising, and editing (Richards and Renandya, 2002). For each stage, it is suggested that various learning activities are implemented to support the learning writing.

In order to measure that the learning writing is successful, it can be seen from students' learning achievement. Saefullah (2012) defines learning achievement as a success obtained from student after doing activity in academic field in certain time and in the form of score. Learning achievement is also dependent to some factors such as internal factors and external factors.

One of important factors for students to achieve their goal is the ability of self-regulated learning. Self-regulated learning affects students' achievement through their activities. Self-regulated learning is a process of how students set their activities independently based on their goals. After that, they evaluate their result to get optimal result in the next day (Setiani, et.al, 2018).

Self-regulated learning is a form of individual learning depending on their learning motivation, autonomously developing measurements (cognition, metacognition, and behavior), and monitoring their learning progress (Baumert et al., 2002). Students have self-regulated learning when they are able to be active in their metacognition, motivation, and behavior in learning process. metacognition makes the students able to manage, plan, and evaluate their cognitive process. Then, when students feel competent in

learning process means that they are motivated. Lastly, through behavior, they are able to optimize their learning environment.

Preliminary research was conducted to 28 students of SMK Telkom 2 Medan. The data collected through questionnaire containing 8 statements related to self-regulated learning. Based on the students' responses, it is found that 21 students set their goal by finding out their own topic to write and deciding what they would do in writing, 21 students set their own comfortable environment by doing writing in places they could concentrate, only 11 students made schedule for their tasks and 9 students spent their time to discuss about their writing, 19 students set their strategies in learning like finding out information through book or internet, 15 students did self-evaluation by checking their own grammar while writing, 13 students had friend to help them edit their writing and 16 students liked to ask their teacher about what they did not know. The result showed that most of students had implemented self-regulated learning.

The theory said that high-achiever students demonstrate higher self-regulation in their learning (Zimmerman & Pons, 1986). The students who implemented self-regulation in their learning will have high achievement. In reality, even though most of the students had implemented self-regulated learning as mentioned before, they still had low achievement in their writing. In this case, the researcher saw the students' achievement in writing skill based on basic competence 4.2 about asking and giving opinion. Their scores were in range of 30 to 60 meanwhile the minimum mastery criterion is 70. The

difficulty they faced of doing this writing task was they were not able to change the appropriate word in bracket based on context. This difficulty showed that one of the student reasons to not having high achievement even though they implement self-regulated learning activity was the personal factor namely knowledge.

**Table 1.1 Preliminary Data**

Questions	Student's Answer	Revised
What a (depress)___ idea	Depressed	Depressing
Have you heard the (surprise) ___ news	Surprised	Surprising
What a (shock)___ thought	Shocked	Shocking

Based on the data above, the reality does not show the same as the theory where the student who implemented self-regulated learning still had low achievement. Hence, the researcher needs to do a research related to self-regulated learning in learning writing in order to find out what activity of self-regulated learning students have done and the reasons why they do it as the way they do.

### **B. The Problems of the Study**

Based on the background above, the problems can be formulated as:

1. How do the students implement self-regulated learning in learning writing?
2. Why do the students do it as the way they do?

### **C. The Objectives of the Study**

The objectives of the study are:

1. To describe how the students implement their self-regulated learning in learning writing.
2. To explain the reason why they do it as the way they do.

### **D. The Scope of the Study**

The scope of the study focuses on students' self-regulated learning based on six subscales, namely goal setting, environment structuring, task strategies, time management, help seeking and self – evaluation in learning writing for grade XII Culinary 1 students at SMK Telkom 2 Medan.

### **E. The Significances of the Study**

The significances of the study based on theoretical and practical are:

1. Theoretically

This research may support the existing theory or add new information related to self-regulated learning in learning writing.

2. Practically

For students, to be able to self-regulate their learning especially in learning writing.

For teachers, to be able to recognize their students and facilitate them in regulating their selves in learning.

For other researchers, to be used as a referential contribution for those who want to conduct a further in-depth research about students' self-regulated learning.